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THE  
RATIONAL METHOD  
IN  
READING :

BY  
EDWARD G. WARD



MANUAL OF INSTRUCTION



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THE  
RATIONAL METHOD IN READING

*AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK  
THAT LEADS RAPIDLY TO INDEPENDENT AND  
INTELLIGENT READING*

BY



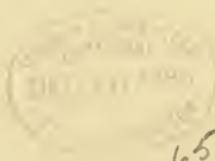
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Manual of Instruction

FOR THE USE OF TEACHERS



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SILVER, BURDETT & COMPANY

NEW YORK

BOSTON

CHICAGO

1896

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# THE RATIONAL METHOD IN READING.

First Year.	<b>PRIMER.</b> <i>Material: Conversations.</i> PART I.—Reading by the Word Method. PART II.—Sight and Phonetic Reading Combined.
	<b>FIRST READER.</b> <i>Material: Conversations and Stories.</i> PART I.—Sight and Phonetic Reading. Largely Review Exercises. PART II.—Sight and Phonetic Reading. Advance Work.
Second Year.	<b>SECOND READER.</b> <i>Material: Stories and Poetry. Literary and Ethical.</i> PART I.—Sight and Phonetic Reading. Advance Work. PART II.—Sight and Phonetic Reading. The Remaining Phonograms. Reading with All the Phonograms.
	<b>THIRD READER.</b> <i>Material: Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.</i> PARTS I. and II.—Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

## MANUAL OF INSTRUCTION FOR TEACHERS.

### PHONETIC CARDS—

FIRST SET. To Accompany the Primer.

SECOND SET. To Accompany the First Reader.

THIRD SET. To Accompany the Second Reader.

*Other volumes forthcoming.*

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Norwood Press  
J. S. Cushing & Co. — Berwick & Smith  
Norwood Mass. U.S.A.

## P R E F A C E.

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THE method of teaching reading embodied in this book is an outgrowth of the author's profound dissatisfaction with the results of the word method.

The latter method, while it possesses the undisputed merit of leading to facility in thought gathering during the first stage of the work, proves slow and cumbrous afterward, fails to excite the child to effort, furnishes him with but a scanty vocabulary, and finally sends him out of school unprovided with a key by means of which, without further assistance, he may gain access to the treasures of the language.

The RATIONAL METHOD is a peculiar combination of the word and phonetic methods. It utilizes each for that part of the work to which it is especially adapted. The word method is used, first as principal, because of its value in developing a habit of reading thoughtfully, and afterward as auxiliary, to remedy the shortcomings of the phonetic method, and increase the stock of word phonograms. The phonetic method, which is introduced by easy stages during the ascendancy of the word method, finally becomes the principal means of growth and progress. It imparts power, while it supplies the key which the word method is inadequate to give.

The aims of the RATIONAL METHOD are:—

1. To make the child not only independent in his reading, but generally self-reliant.
2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary, but greater maturity of mind.
3. To put him into possession, during the first year and a half of school life, of a complete key to the language, so that, no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The following are the leading features of the phonetic part of the work:—

1. The presentation of the sounds and their symbols (phonograms) in a rational order; that is, an order in which the easier precede the harder. The easiest sounds to use in phonetic reading are those that may be indefinitely prolonged, and the blending of which in words may therefore be most readily shown and perceived. These sounds, the RATIONAL METHOD deals with first.

2. The teaching of an **INITIAL STOCK** of phonograms before any phonetic reading is done. This makes provision whereby, when such reading has once been commenced, it may be carried on continuously and with sufficient wealth and variety of material.

3. The training of the ear in the perception of phonetic blends, before phonetic reading is begun. The teacher accomplishes this by pronouncing words sound by sound, and requiring the children to determine, in each case, the word so pronounced.

4. An extensive and systematic use of word-phonograms and other compound phonograms. The difficulty the child experiences in determining a new word, is, in general, directly proportional to the number of parts he has to recognize in it. By the use, then, of compound phonograms, which, being taught as wholes, are no harder to recognize than simple ones, hundreds of long and hard words are practically transformed into short and easy ones. Thus, the word *lightning*, which the child learning by this method reads, *lightning*, he finds no more difficult than the short word *left*, in which also he has to recognize and put together four separate sounds.

5. A careful grading of the phonetic words introduced. The first phonetic words presented contain but two phonograms each, the next but three, and so on.

6. The gradual introduction of phonetic words into the sentence reading. At first but one such word is used to a sentence. This prevents the phonetic work from offering any serious impediment to the thought getting. As the child's perception of the blend becomes quicker and clearer, the proportion of phonetic words is constantly increased. Finally, when this perception has become automatic, or nearly so, the reading is made almost wholly phonetic.

7. Separate daily drills in the recognition of the individual phonograms and the reading of single phonetic words. The purpose of these is to cultivate expertness. No other part of the work exceeds them in importance; as without them, the average child would never acquire sufficient facility in sound or word recognition, to make successful phonetic reading a possibility.

Those who undertake this method will need:—

1. To follow *implicitly* the directions laid down in the Manual.

2. To do their work with great thoroughness.

3. To hold expectation in check for awhile, and exercise patience,—looking for brilliant results only after the foundations have been laid broad and deep. In the numerous schools that have already attracted public attention by their wonderful success with this method, more ground has invariably been covered during the last five weeks of the first term than during the preceding fifteen.

E. G. W.

# MANUAL OF INSTRUCTION FOR TEACHERS.

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## *EXPLANATION OF TERMS EMPLOYED.*

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**Phonogram.** A written or printed representation of a sound, either simple or compound.

EXAMPLES: f, s, l, ing, ight.

**Sight word.** A word that has been taught as a whole, and is therefore recognized by sight alone.

**Phonetic word.** A word to be read by means of its phonograms.

**Sight reading.** The reading of sight words either singly or in sentences.

**Phonetic reading.** The reading of phonetic words either singly or in sentences.

**Simple phonogram.** A phonogram containing but one letter.

EXAMPLES: s, l, ö.

(Excepting l, which represents a union of the sounds of ä and ē, the simple phonograms stand for one sound each.)

**Compound phonogram.** A phonogram containing more than one letter.

EXAMPLES: ing, ight, ip, un, ness.

(Every compound phonogram represents a compound sound, which, however, is taught as a unit.)

**Word phonogram.** A sight word used as a phonogram in the representation of a longer word.

EXAMPLES: old in fold, ail in sail, an in man.

(Word phonograms are really, of course, compound phonograms, but, for the sake of convenience, the term "compound phonogram" is restricted to combinations that are not words.)

**Blend.** The union or combination of sounds, simple, compound, or both, to form words.

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## I.

### FIRST HALF-YEAR'S WORK. — FIRST STAGE.

(TIME, ABOUT EIGHT WEEKS.\*)

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#### *SIGHT-READING FROM THE BLACKBOARD AND PREPARATION FOR PHONETIC READING.*

Three lines of work are to be separately practiced every day:—

1. SIGHT-READING.
2. DRILL ON PHONOGRAMS.
3. EAR-TRAINING.

#### 1. THE SIGHT-READING.

Commence with the blackboard, using script characters only, and teach the following list of sight-words comprising the full vocabulary for Part I. of the Primer:—

a, again, ail, all, am, an, and, any, apple, are, at, boy, bread, can, come, cow, day, do, does, dog, drink, eat, egg, for, Frank, fruit, full, girl, give, go, good, has, have, he, her, here, him, home, how, I, ill, in, is, it, Jack, let, like, look, make, me, milk, much, no, not, of, old, out, picture, play, see, she, some, stay, take, tell, that, the, them, there, they, to, too, us, want, water, we, well, what, where, will, with, yes, you.

---

\* In Brooklyn, some teachers accomplish this stage of the work in six weeks, while a few require as much as ten weeks.

Use the words in sentences from the very beginning. Construct your own sentences and make plenty of them, but make them *very short*. As far as possible, work them up in conversation or story style, several in succession relating to one topic. Do not use the sentences found in the book; and, the better to avoid doing so, work up the words in a somewhat different order from that in which they are presented in the book.

Never let *a single scholar* read a sentence until he is ready to do so without a break. At the very first symptom of hesitation or a halt, stop the pupil, and tell him he must not read until he has his sentence all ready. While he is getting it ready, he must have the privilege of asking (by number is the best way) for any word that he does not know. This mode of procedure, involving, as it does, constant waiting, seems to the inexperienced teacher most wasteful of time; but those whose experience is riper, well know that the facility it brings toward the latter part of the term makes up many times over for the time apparently lost at the beginning. Do not fall into the common error when the children show a disposition to hesitate, of telling them to hurry. You do not wish them to *hurry*; you simply wish them to read in a *natural* manner *without breaks*.

As to expression:—When a child reads without expression, draw it from him if possible, by questions or remarks on the subject-matter of the sentence. Failing in this, read the sentence properly for him, and require him to read it after you. The statement of the theorists that if the child recognizes the words readily, the expression will take care of itself, is arrant nonsense, as every practical teacher of little ones knows. With a class that is particularly unresponsive in this matter, it is often a good thing in the models you set, to exaggerate somewhat in both emphasis and inflection.

The scholars should be taught to recognize the *s* and *ing* forms of the words just as they do the simpler forms. This recognition may be easily brought about in the following manner:—

When half-a-dozen singular nouns and three or four simple verbs have been learned, write any convenient one of said words on the blackboard, and have the pupils tell what it is. Then add to it an *s*, and tell *them* what it *now* is. Next write another of the words, have it read as before, and add the *s*; but now, instead of telling the *scholars* what the word has become, ask *them* to tell *you*. Continue this process until they distinguish without

difficulty between the simple and the *s* form of every familiar word. Then teach them in the same manner to recognize the form that ends in *ing* and afterward the one that ends in *ings*.

Avoid until near the end of the work words like *goes*, *making*, etc., in which the change to the *s* or *ing* form involves the addition or the elision of an *e*.

## 2. THE DRILL ON PHONOGRAMS.

This is a preparation for phonetic reading. To be effective, it must be thorough. The material used is the Initial Stock of phonograms, comprising those employed in the first phonetic reading, which are *f*, *l*, *m*, *n*, *r*, *s*, —*ā*, *ē*, *ō*, —*ing*, *ings*, *ight*, and *ights*. That the preparation for the phonetic reading may be adequate, the drill on this stock must begin when the first blackboard work begins and continue without intermission until Part. I. of the book has been read.

The following method is recommended:—

Begin with *f*. Write it on the blackboard, and tell the children what it is. Give sound, not name. (No letter *names* are to be taught during the first half-year.) Have them practice it a little while, then leave it. Many times during the day, ask them unexpectedly what it is. Next day teach *l* in the same manner. Now for two or three days, keep both characters on the board, changing their relative positions from time to time, or writing a number of each and mixing them irregularly, and have frequent short drills on them. Next teach *m* in the same manner, and drill similarly for a day or two on all three. Continue in this way until you have taught from four to six of the phonograms, and thereafter use Set I. of the phonetic cards (script side only) for your drills, instead of the blackboard.

In using the cards, proceed as follows:—

Stand in one of the front corners of the room where every member of the class can see distinctly, holding in your hand the cards for all the phonograms thus far learned. Taking the scholars in order, show each a phonogram. If he does not name it *instantly* (interpret this word literally), call out *tell*, and have the others prompt him. This will cause *every child* to study *every phonogram*, and will greatly increase the effectiveness of the drill. If the proper rate of speed is maintained, you will “go round” a

class of fifty in two or three minutes. It will probably be sufficient to do this two or three times each day. At first most of the scholars will miss. Pay no attention to this. Above all, find no fault with it. In a few days you will note a decided improvement. Finally, most of the scholars will be able to name any of the single phonograms without hesitation. This is what they *must* be able to do before they can read by means of these characters. Aside from this, the ability to concentrate their attention quickly, which this simple exercise, persevered in, will give your pupils, will be of great value both to you and to them in more than one direction.

Three cautions are necessary to complete this part of the subject: First, Never attempt to teach a phonogram until you are absolutely sure that you know how to pronounce it yourself. (Directions for the pronunciation of the more difficult phonograms in the Initial Stock will be found over Phonetic List No. 1.) Second, Never teach a new phonogram until all those previously presented have been thoroughly learned. Third, Never accept from your scholars anything but the *exact* pronunciation of any phonogram.

### 3. THE EAR-TRAINING.

This, like the teaching of the phonograms, is a preparation for phonetic reading. Like the latter, also, it should begin at the very commencement of the term and be practiced daily. With brisk work, five minutes a day should suffice for it.

Conduct the exercise as follows:—

Tell a little story introducing every here and there a word from Phonetic List No. 1. Give the phonetic words *by their sounds*, not as wholes, uttering the successive sounds rapidly but *separately*, thus:—

f old, n ail, s ay, s ō, etc.

Let the scholars, in every case, tell the word as soon as you have thus pronounced it. Whenever they fail to recognize the word, repeat it for them, this time running the sounds together, but greatly prolonging every sound except the last, so that it may be distinctly heard. As a matter of economy, you may, whenever your scholars are sufficiently interested to justify you in so doing, dispense with the story-work in this exercise and use the single phonetic words only.

## II.

## FIRST HALF-YEAR'S WORK.—SECOND STAGE.

(TIME, ABOUT THREE WEEKS.)

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*SIGHT READING FROM THE PRIMER, PART I., AND FURTHER  
PREPARATION FOR PHONETIC READING.*

---

Three lines of work are to be *separately* practiced *every day* :—

1. SIGHT-READING FROM THE PRIMER, PART I.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

### 1. THE BOOK-READING.

The words in Part I. of the book having been thoroughly taught and read in blackboard sentences, the book itself next comes into use. The book-reading will now, of course, be the main reading-work of the day, the other exercises being, as before, auxiliary and preparatory to the Phonetic Reading.

The transition from script to print will be found an easy one, very little intermediate work being required. The following is perhaps as good a method of bridging the gap between blackboard and book as any :—

The teacher begins by placing upon the blackboard, in both script and print, a number of short sentences from the reader, the print under the script, thus,—

*I see you.*      *Do you see?*      *See me eat.*  
*I see you.*      *Do you see?*      *See me eat.*

and requiring the children in the case of each sentence, to read first the

script and then the print. After they have done this, she erases the script and requires them to read the print by itself.

When reasonable success has been attained in this way, she reverses the process by placing sentences as before on the blackboard in both script and print, the former now under the latter, thus,—

Do I see well? Look at me, Jack.

*Do I see well? Look at me, Jack.*

and requiring the children to read *only the print*, using the script for reference when necessary.

She next writes sentences as above, the script under the print, and, covering the script, requires the children to read the print, uncovering the script only as it becomes necessary to do so. When the children have attained such proficiency in reading the print that they seldom need to see the script, they are ready for the book.

Another good method is the following:—

The teacher begins by placing upon the board, in print only, any convenient short sentence, say, for instance,—

Do you see me?

She then *writes*, at some distance from the sentence, the word *see*, and, after the scholars have pronounced it, requires them to find it in the sentence. This having been done, she treats *Do* in the same way, then *me*, then *you*; taking the words in an irregular order. When all the words have thus been discovered, she requires some scholar to read the sentence as a whole.

This operation is repeated again and again with other sentences until the scholars read blackboard print pretty well.

The teacher next directs the attention of the children to some convenient sentence in the book, and *writes* its words one at a time on the blackboard, having each pronounced as it is written, and then found in the book sentence, which, when all of its words have been thus determined, is read as a whole.

Either or both of the foregoing methods may be used to whatever extent may be found necessary, not only as a preliminary to the *first* book reading,

but as a preparation for successive book lessons after the first. If, however, the sight words have been thoroughly taught in script, the scholars should read print as freely as they do script, within a week of the commencement, and should complete Part I. of the book within three or, at most, four weeks.

## 2. THE DRILL ON THE PHONOGRAMS.

This will proceed as before, the cards being the means employed; but now the print side will be used as well as the script side. As the knowledge of the single phonograms is the foundation of all the phonetic reading, and as the ability to utter the phonograms of a word in *quick succession* is absolutely essential to perception of the blend, too much stress cannot be laid upon the necessity of thoroughly following the directions already given for this exercise. (See pages 8 and 9.)

## 3. THE DRILL ON THE BLEND.

This consists in the reading of single phonetic words. It combines practice on the individual phonograms, with the ear-training prescribed for the "First Stage" of the work, separate oral exercises for the latter, from this point on, being no longer used. The material employed is found in Phonetic List No. 1, which is arranged in sections according to the difficulty of the words presented. Section B should not be used until the scholars can readily read words from section A; section C, until they can readily read words from section B, and so on.

The following is the best method of procedure:—

The teacher at the beginning writes upon the blackboard some word from section A,—let us say *fat*. She covers the *at*, and, pointing to the *f*, asks the scholars to tell what it is (sound). She then covers the *f* and asks what the *at* is. Finally she uncovers the whole word and asks the scholars to put the two sounds together, and tell what word they make. If they cannot do this, she herself tells, making the *f*, when she pronounces the word, long and prominent. She then uses in the same way the other *at* words,—*mat*, *Nat*, *rat*, and *sat*,—and then words of other series.

As soon as the scholars have acquired sufficient ability to read words in this way, the teacher ceases to present them in series, but takes them hence-

forth irregularly. She ceases, also, to assist the pupils by covering first one phonogram and then the other.

After the first few days of blend-work, from thirty to fifty single words from Phonetic List No. 1 should be read by the scholars from the blackboard every day, until Part I. of the book is read through. And for the encouragement of the weaker scholars, the first of these words, as well as every second or third word thereafter, should be an *extremely easy one* that all who will try can get. This is a very important point. A glimmer of light here and there will keep the dull scholars trying; while persistent discouragement will ultimately kill all desire to try. The teacher should ever keep it in mind that the object is not to have the words memorized, but to give the scholars ability to *read* them by their phonograms. As there are but about 220 words in all in Phonetic List No. 1, the words given after the first few days will involve many repetitions of words previously given; but, if the words are always, as they should be, selected at random, there will be no memorizing of them as wholes to speak of, and therefore no interference with the *phonetic* reading.

No less work than the amount prescribed above will do. Perception of the blend comes slowly to many scholars; but when it does come, it comes to stay. Practice will make them perfect; *nothing else* will.

The exercise must be so conducted that every scholar is constantly hoping to get the next word. This will cause every one to attend closely throughout, and get the full benefit of the lesson; whereas a method that leads the scholar to look for his turn, and nothing else, will, most likely, be barren of results.

One most important direction remains to be given. If the phonograms are well learned, there will be a strong tendency among the pupils, the moment a phonetic word is presented, to whisper the sounds to themselves. The buzzing thus produced *must not be checked*. It is not disorder. It is the only means by which beginners of average ability can get at the words. For several months they cannot carry the sounds mentally so as to get the blend. They must actually hear them. The unwillingness of teachers with wrong ideas of discipline to permit this perfectly natural process to go on, is one among several reasons why phonetic reading has hitherto generally proved a failure.

## III.

## FIRST HALF-YEAR'S WORK.—THIRD STAGE.

(TIME, ABOUT NINE WEEKS.)

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*COMBINED SIGHT AND PHONETIC READING, FROM THE PRIMER,  
PART II., WITH AUXILIARY EXERCISES TO STRENGTHEN  
AND PERFECT THE WORK.*

---

Three lines of work are to be separately practiced every day:—

1. READING FROM THE PRIMER, PART II.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

### 1. THE BOOK-READING.

This differs from the reading in Part I. in this: That nearly every sentence contains *some phonetic* reading. At first the quantity is small, but one, or, at most, two phonetic words being used in a sentence. The reason for thus limiting the phonetic work is that the children being yet somewhat slow in perception of the blend, too many phonetic words would prove an obstruction to the thought-getting. New sight-words are added from time to time, including some that may afterward be used as word-phonograms. New phonograms are also taught, and, as a consequence, phonetic words differing slightly in character from those previously used are constantly introduced; but in no case are new sight-words presented in the same lesson with a new phonogram.

In this mixed sight and phonetic reading, as in the sight-reading on the blackboard, used in Part I., *no scholar must ever be allowed* to read a sentence until he is ready to do so without a halt or break. At the very first indication of a break, he must be stopped and told not to begin again until he is ready; but while he is getting ready, he must be permitted to tell (by number) which word he cannot get. If it be a sight-word, he must be told; if a phonetic word, he must be asked to give its sounds, and then, failing to

recognize the word, to give them faster. Finally, if he cannot get the word, the other scholars must be called upon to tell him.

*Special phonetic preparation* should be made for every lesson in the book as follows:—

Before the lesson is attacked by the class, all the phonetic words it contains should be written (or printed) on the blackboard with the proper marks. These words should then be read by the scholars several times as a blend drill. Whenever this is done, the separate "Drills on the Blend" prescribed below (3) may be reduced by the number of words thus practiced for the lesson.

## 2. THE DRILL ON THE PHONOGRAMS.

This must be continued daily *throughout the course*. No new phonogram should be taught more than a day or two in advance of the reading lesson over which it appears. Whenever a new phonogram is taught, the card that contains it must be added to the number used in the daily drills. The knowledge of the individual phonograms being the foundation upon which the whole superstructure in phonetic reading rests, the daily repetition of all thus far taught is in a certain sense a review of the entire subject, which will do wonders in the way of bringing together, at the end of the term, scholars whose previous training and opportunities for attending school have been widely different.

## 3. THE DRILL ON THE BLEND.

Perception of the blend comes rapidly to a favored few, but to the average scholar only as a result of careful training. The practice, therefore, in phonetic reading afforded by sentences that contain but one or two phonetic words each, is but a small portion of what is required that proficiency may be attained. For this reason, you must give your scholars, on the blackboard, every day, at least thirty or forty *single* phonetic words to read. The words are to be selected largely from the Phonetic List that accompanies the phonogram last learned, but many words from lists previously used should be mingled with them. Remember the directions previously given, to have many extremely easy words distributed among the others for the encouragement of the duller pupils, and remember that the "buzzing" which the scholars make in trying to get at the words "under their breath," being *necessary*, is *not* disorderly, and must *not* be suppressed.

## LISTS OF PHONETIC WORDS

FOR USE IN BLEND DRILLS AND IN BLACKBOARD  
SENTENCE READING.

---

### RULES FOR MARKING OBSERVED IN THESE LISTS.

1. Sight-words (words taught as wholes) uncombined with other words should not be marked.
2. A sight-word found within another word and having there its *usual sound*, should be set off as a single phonogram by an underdrawn horizontal line.

EXAMPLES: ail in fail, ails in fails, an in ant.

3. A compound phonogram used as a part of a word should ordinarily be set off as a single phonogram by an underdrawn horizontal line.

EXAMPLES: ights in fights, im in limp, ings in wings,  
pr in print, cl in clap.

4. When a compound phonogram or a word phonogram forms *by itself* either the first or the last *syllable* of a word, it should not be marked, but should be slightly separated from the rest of the word.

EXAMPLES: ing in léaping, er in miller, est in smallest,  
un in un liké, un doing, be in become.

*Exception.* — When the compound phonogram is immediately preceded or succeeded by a silent (crossed-out) letter, no other separation than that made by the silent letter should occur.

EXAMPLES: er in lówer, un in unknown, ed in fitted.

5. When a compound phonogram which does *not*, *by itself*, form a syllable is separated from the other phonetic elements of the word by a silent (crossed-out) letter, an apostrophe, or a division of syllables, it need not be marked.

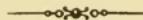
EXAMPLES: he in heat, bl in gāble, end in frjend,  
she in she's.

6. Other phonograms should be marked in words as they are marked at the heads of the following lists.

EXAMPLES: e and ō in eōal, ă in săp.

7. Silent letters and letters so slightly or obscurely sounded that their omission will not involve the loss of a syllable, should be crossed out.

EXAMPLES: e in finē, g in gnat, o in lessōn or mūtōn.



## PHONETIC LIST NO. 1.

LENGTH LIMIT: THREE PHONOGRAMS.

PHONOGRAMS.—f, l, m, n, r, s,—ă, ē, ō,—ing, ings, ight, ights,  
—and short sight-words from Part I. of the Primer.

To make the sound of *l*, place the tip of the tongue against the roof of the mouth behind the front teeth, and *holding it there* say *ull* (latter part of *full*).

To make the sound of *r*, press the side edges of the tongue against the upper side teeth, curling the tip up until it almost touches the roof of the mouth. Then say *ur*, *curling* the *r* part well (but not trilling it) and making precisely the same vowel sound that occurs in *l*.

The other phonograms in this list, it is believed, all teachers can sound without special instruction.

NOTE.—The directions at the tops of the lists are for the teacher only. Do not give them to the scholars. Above all, do not have the scholars learn them. They should acquire the power to give the sounds by listening and imitating. A few exceptions will be noted as they occur.

## A.

fail, fails, fall, fan, fat, fight, fights, fill, fin, fit, fits,  
fold, land, light, lights, lit, mail, mails, man, many, mat,  
Mat, meat, meats, might, mill, mold, nail, nails, Nan,  
Nat, neat, night, nights, rail, rails, ran, rat, right, rights,  
rill, ring, rings, sail, sails, Sam, sand, sat, seat, seats,  
sight, sights, sill, sing, sings, sit, sits, sold, swell, swells.

## B.

An̄, kn̄ow̄, əh̄, əw̄, f̄u\$, ḡnat̄, kn̄ē, kn̄it̄, kn̄its̄,  
lam̄b, mitt̄, muss̄, snow̄.

## C.

āj̄m, ēār, ēēl, I'l̄, I'm, lāȳ, Lē, lōw̄, māȳ, Māȳ, mōw̄,  
rāȳ, Rāȳ, rōe, rōw̄, sāȳ, sēa, sō, sōw̄, wr̄inḡ, wr̄ings̄.

## D.

eat̄n̄, heāl̄, heār, heēl̄, kn̄own̄, kn̄owinḡ, meal̄, meān̄,  
ōār, ōwinḡ, ōwn̄, seem̄, seen̄, she'l̄, tool̄, weān̄, we'l̄,  
we'r̄, you'l̄, you'r̄, your̄.

## E.

can not, fail̄inḡ, fall̄inḡ, fan̄inḡ, fight̄inḡ, fill̄inḡ,  
fold̄inḡ, land̄inḡ, light̄inḡ, mail̄inḡ, mold̄inḡ, nail̄inḡ,

rail ing, rail ings, ring ing, sail ing, seat ing, seem ing,  
sing ing, swell ing, swell ings, willow, with in, with out.

## F.

ājm ing, fit~~ing~~, fuss~~ing~~, heal~~ing~~, hear~~ing~~, heel~~ing~~,  
knit~~ing~~, lay~~ing~~, low~~ing~~, mat~~ing~~, mean~~ing~~, mow~~ing~~,  
muss~~ing~~, own~~ing~~, row~~ing~~, say~~ing~~, say~~ings~~, sit~~ing~~,  
snow~~ing~~, sow~~ing~~, wean~~ing~~.

## G.

fallen, fat~~ten~~, fats, feár, fēel, fōam, fōrē, fōýr, gnats,  
lājn, lām~~ø~~, lān~~ø~~, lēlf, lēán, Lēō, light~~en~~, little, lōaf,  
lōán, mān~~ø~~, Mat's, mats, mitt~~en~~, mōán, mōl~~ø~~, Mōrē,  
mōrē, mōwn, nām~~ø~~, Nat's, nēár, rājn, rattle, rinse, rōam,  
rōár, rōll, sāf~~ø~~, sāl~~ø~~, sām~~ø~~, sat in, sēál, sēam, sōl~~ø~~, sōrē,  
writ~~ten~~.

## H.

flat, flēá, fling, flings, flōw, frēø, fright, slam, slat,  
slight, sling, slings, slit, slits, slōw, small, snail, snails,  
stool.

## PHONETIC LIST NO. 2.

*LENGTH LIMIT: FOR WORDS ENDING WITH ING, INGS, OR S, FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.*

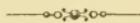
NEW PHONOGRAM: S.

*(Also a number of additional sight-words used in the Reader before the introduction of this phonogram.)*

To make the sound of S place the organs of speech in position for s and force the *voice* strongly, but not suddenly or explosively, through, producing a decided buzzing sound.

āj̄ns, Anj̄'s, an other, an other's, any one, any how, any one's, any thing, any way, ēārs, ēās̄, ēāls, falls, fans, fattēn ing, fattēns, fēār ing, fēārs, fēēl ing, fēēlings, fēēls, fills, fins, flēās, fling ing, flōw ing, flōws, fōām ing, fōāms, folds, fōūrs, fr̄ēnd, fr̄ēnds, heāls, heārs, heēls, he's, how ever, k̄nēēl ing, k̄nēēls, k̄nēēs, k̄now̄s, lam̄bs, lam̄b's, lām̄s, lām ing, lands, lānēs, late, lāȳs, lēāf ing, lēāfs, lēān ing, lēāns, lend, lending, lends, Lēō's, lōān ing, lōāns, lōw̄s, mānēs, man's, mate, mates, Māȳ's, meāls, meān ing, meāns, mend, mending, mends, mills, minj̄ōw̄, mittēns, mōān ing, mōāns, mold̄s, mōlēs, Mōōrē's, mother, mothers, mother's, nām̄ēs, nām ing, Nan's, never, nōs̄, ōōrs, on to, ōw̄ēs, ōwn̄s, over do, over does, over come,

over eat, over eaten, over eats, over look, over looks, over see, over seen, over sees, over sight, over take, over takes, over taken, rails, rāl<sup>ı</sup>ning, rāl<sup>ı</sup>s, rāl<sup>ı</sup>sh, rāl<sup>ı</sup>shing, rate, ratflēs, ratfling, rāy<sup>ı</sup>s, Rāy<sup>ı</sup>s, rills, rinsing, rinsings, rōām<sup>ı</sup>ing, rōām<sup>ı</sup>s, rōār<sup>ı</sup>ing, rōār<sup>ı</sup>s, rōēs, rōlling, rōl<sup>ı</sup>s, rōs<sup>ı</sup>, Rōs<sup>ı</sup>, rōws, Rover, Rover's, sālēs, Sam's, sēāl<sup>ı</sup>ing, sēām<sup>ı</sup>s, sēās, seems, send, sending, sends, severāl, she's, sills, slām<sup>ı</sup>ing, slams, slate, slats, sling<sup>ı</sup>ing, slit<sup>ı</sup>ing, smother, snowing, snows, sōlēs, sōl<sup>ı</sup>ing, some how, some thing, sōrēs, sōws, stools, sup, sup<sup>ı</sup>ing, supers, tools, up on, up right, weāns, weāsel, willōws, yours.



### PHONETIC LIST NO. 3.

LENGTH LIMIT: SAME AS FOR LIST NO. 2.

NEW PHONOGRAMS: ī and ī.

ēy<sup>ı</sup>, ēyēs, ēy<sup>ı</sup>ing, fī<sup>ı</sup>, fīf<sup>ı</sup>, fīf<sup>ı</sup>s, fīf<sup>ı</sup>ing, fīl<sup>ı</sup>, fīl<sup>ı</sup>s, fīl<sup>ı</sup>ing, fīn<sup>ı</sup>, fīr<sup>ı</sup>, fīr<sup>ı</sup>s, fīr<sup>ı</sup>ing, flī, flīēs, flī<sup>ı</sup>ing, flī<sup>ı</sup>s, frī, frīēs, frī<sup>ı</sup>ing, fȳ, kñīf<sup>ı</sup>, lī<sup>ı</sup>, līēs, līf<sup>ı</sup>, līm<sup>ı</sup>, līn<sup>ı</sup>, līnēs, līn<sup>ı</sup>ing, lī<sup>ı</sup>ing, mīl<sup>ı</sup>, mīlēs, mīn<sup>ı</sup>, mīr<sup>ı</sup>, mȳ, nīn<sup>ı</sup>, nīnēs, rīs<sup>ı</sup>, rīs<sup>ı</sup>ing, rī<sup>ı</sup>, sīgl<sup>ı</sup>, sīgl<sup>ı</sup>ing, sīglēs, sīgn, sīgn<sup>ı</sup>ing, sīgnēs, slī, wrī.

## PHONETIC LIST NO. 4.

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LENGTH LIMIT: SAME AS FOR LIST NO. 2.

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NEW PHONOGRAMS: k and t (as terminals).

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

ant, ants, beák, beáks, beám, beám ing, beáms, beán, beáns, beát, beat ing, beáts, be come, be comes, bee, beé\$, bee£, beéf, beéf, beéfle, beéts, be ing, didn't, éast, féet, font, heat, heat ing, heat\$, láké, láké\$, léák, léák ing, léáks, lift, mate, mates, meéf, meéf ing, meéfs, mint, míté, míté\$, musk, must, note, notes, óák, óáks, óát, óáts, ráké, ráké\$, rák ing, rust, rust ing, rusts, sáké, sáké\$, seek, seek ing, seeks, sheet, sheet ing, sheets, sift, silk, silks, sléék, sniff, sôák, sôák ing, sôáks, sweet, sweeten, sweets, swing, swing ing, swings, weak, weaken, weaken ing, weaké\$, week, weeks, wing ing, wríte, wrítes, wríting, wróte.

## PHONETIC LIST NO. 5.

*LENGTH LIMIT: FOR WORDS ENDING WITH ER, ERS, ING, INGS, OR S,  
FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.*

NEW PHONOGRAMS: *er* and *ers* (as terminals).

*(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)*

Pronounce the above phonograms like *ir* and *irs* in *sir* and *sirs*.

answer, answer*ing*, answers, beater, beaters, beetles, Éaster, eater, eaters, fatter, feeler, feelers, fifer, fifers, fighter, fighters, finer, fitter, fitters, folder, folders, flatter, flyer, flyers, frends, hearer, hearers, iner, kinder, knitter, knitters, lámer, láter, láyer, láyers, léner, lender, lenders, lifter, lifters, lifting, lifts, lighter, lighters, litter, litter*ing*, litters, lówer, lówering, lówers, máker, mákers, manier, maniers, matter, matters, meáner, mender, menders, milker, milkers, míller, millers, molder, molders, mówer, mówers, néarer, neater, older, ówner, ówners, ráker, rákers, ratter, ratters, ringer, ringers, róller, róllers, rówer, rówers, sáfer, sailer, sailers, sender, senders,

sifter, sifters, sifting, sifts, singer, singers, slates, slighter, slōwer, slýer, smaller, smothering, smothers, sniffing, sniffs, sōer, sōwer, sōwers, supper, suppers, sweetter, thinker, thinkers, upper, uppers, weaker, wetter, wringer, wringers, writer, writers.



## PHONETIC LIST NO. 6.

LENGTH LIMIT FOR THIS AND ALL SUCCEEDING LISTS:  
FOUR PHONOGRAMS.

NEW PHONOGRAMS: ō and ck.

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

ā corn, be fōrē, be frjēnd, be ljēf, be lōw, corner, cornering, corners, corn ing, day light, fājnt, fēāst, flākē, flāmē, flēēt, flint, flōāt, flōck, flōfr, flōwn, fōllōw, frāmē, Frīday, frōck, horse-flý, knōck, knōcker, knōckers, knōcking, knōcks, knot, knots, knotting, lēāst, lōck, lōcking, lōcks, lōss, lōst, lōt, lōts, minjōws, mōck, mōck er, mōck ers, mōck ing, mōcks, mōrrōw, mōss, mōst, ōff, ōffend, ōffer, ōffering, ōffers, ōftēn, ōftēner, Ōtſō,

Ötſō's, rōck, rōck er, rōck ers, rōck ing, rōcks, Rōlſō,  
 rōt, rōts, rōtſēn, rōtſing, slēk, slēt, slīmē, smēár,  
 smēáring, smēárſ, smīlē, smōkē, snākē, snēák, snorē,  
 snor ing, snorēſ, sōck, sōcks, sōft, sōftſēn, sōrſōw,  
 suppōſē, up rōär.

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## PHONETIC LIST NO. 7.

NEW PHONOGRAM: p (as a terminal only).

āpē, heāp, heāp ing, heāps, lamp, lamps, lēāp, lēāp er,  
 lēāp ing, lēāps, lōp, lōppīng, lōps, mōp, mōppīng, mōps,  
 mōpē, mōpēſ, mōp ing, ōpēn, ōpēn er, ōpēn ers, ōpēn ing,  
 ōpēn ings, ōpēnſ, rēāp, rēāp er, rēāp ers, rēāp ing, rēāps,  
 rīpē, rīpēn, rīper, rōmp, rōpē, rōpēſ, rōp ing, sheēp,  
 sheēp's, slēp, slōp, slōpē, snīpē, sōap, sōap ing, sōaps,  
 sōp, sōpīng, sōps, stoop, stoop ing, stoops, sweēp,  
 sweēper, sweēpers, sweēping, sweēps, weēp, weēper,  
 weēpers, weēping, weēps.

## PHONETIC LIST NO. 8.

p and t anywhere; also pl, pr, and tr.

(*Also a number of additional sight-words from the Primer.*)

Before the *new* compound phonograms, pl, pr, and tr, introduced in this list, are memorized or used in words, their pronunciation should be determined *by the scholars themselves*.

arm pit, But ler, butſer, butſing, butſón, butſóns,  
butſs, farm, farmer, farming, farms, handle, handles,  
hand ling, pail, pails, pā̄n, pā̄n ing, pā̄ns, pā̄nt, pā̄le,  
pā̄l er, pan, pans, panel, pā̄nel, pā̄nes pā̄per, pā̄pers,  
pā̄ste, pat, pats, patſer, patter ing, patſers, patting,  
pā̄y, pā̄yer, pā̄yers, pā̄y ing, pā̄ys, pē̄a, pē̄as, pē̄aſe, pē̄ael,  
pē̄aer, pē̄aers, pē̄a ing, pē̄aſs, pē̄aep, pē̄aeper, pē̄aepers,  
pē̄a eping, pē̄aeps, pē̄aople, pī̄e, pī̄es, pī̄el, pī̄eſs, pī̄e ing,  
pī̄e, pī̄ell, pī̄ein, pī̄e ing, pī̄es, pī̄ene, pī̄e ing, pī̄eſs, pī̄eep,  
pī̄e er, pī̄e ers, pī̄eſs, pī̄e ing, pī̄e it, pī̄ets, pī̄e iting, plā̄in,  
plan, planing, plans, planel, plant, plate, plates, platter,  
platters, player, players, play ing, pleat, pleater,  
pleaters, pleating, pleats, plō̄t, pō̄ke, pō̄k er, pō̄k ers,  
pō̄kes, pō̄k ing, pō̄le, pō̄lſs, Pō̄ll, Pō̄lls, pō̄p, pō̄pper,  
pō̄ppers, pō̄pping, pō̄ps, pō̄rk, pō̄st, pō̄t, pō̄tter, pō̄tters,  
pō̄tſing, pō̄ts, pō̄túr, pō̄túring, pō̄túrs, pout, pouter,

pouters, pouting, pouts, prā̄s̄e, Pratt, Pratt's, prā̄y,  
prā̄yer, prā̄yers, prā̄ying, prā̄ys, prōp, pup, pups, slē̄ep,  
span, spaniūing, spans, spat, spats, spatter, spatters,  
spatting, spē̄ak, spē̄ar, spend, spend ing, spends, spī̄s,  
spī̄k̄e, spill, spill ing, spills, spilt, spin, spin̄ier, spin̄iers,  
spin̄iūing, spins, spī̄r̄e, spit, spits, spitting, spittl̄e, spī̄t̄e,  
spōk̄e, spōt, spout, spouting, spouts, spȳ, spȳ ing, stā̄jn,  
stā̄k̄e, stā̄l̄e, stall, stalls, stam̄her, stam̄hers, stamp,  
stand, standing, stands, stā̄y, stā̄ying, stā̄ys, stē̄ak, stē̄al,  
stē̄am, stē̄el, stē̄er, stiff, stiffen, stiffer, still, stiller,  
stōck stōn̄e, stōl̄e, stōp, stōr̄e, tail, tails, taken, tā̄l̄e,  
tā̄l̄es, tall, taller, tā̄m̄e, tā̄mer, tā̄mers, tā̄m̄es, tā̄ming,  
tan, tan̄her, tan̄hers, tan̄iūing, tan̄s, tā̄p̄e, tā̄per, tā̄pers,  
tā̄p̄es, tā̄st̄e, tat̄her, tat̄hers, tat̄fl̄e, tē̄a, tē̄as, tē̄as̄e,  
tē̄as̄ing, tē̄am, tē̄am̄s, tē̄ar, tē̄ars, tend, tender, tending,  
tends, tj̄er, tj̄ers, tī̄e, tī̄es, tight, tighten, tighter, till,  
tī̄m̄e, tī̄m̄es, tin, tin̄her, tin̄hers, tin̄iūing, tin̄s, tī̄n̄e,  
tī̄n̄es, tī̄r̄e, tī̄r̄es, tī̄ring, tō̄ast, tō̄e, tō̄eing, tō̄es, told,  
Tōm, Tōm's, tōn̄e, tōn̄es, tōp, tōpple, tōps, tōr̄e, tōrn,  
tōss, tōsser, tōssing, tōt, tōt̄her, tōt̄hers, tōt̄fl̄e, trā̄jn,  
trā̄y, trā̄ys, treat, trē̄e, trē̄es, trī̄p̄e, trill, trill ing, trills,  
trȳ, trī̄es, trȳ ing, tussl̄e, twill, 'twill, twill ing, twills,  
tȳ ing.

## PHONETIC LIST NO. 9.

e and k anywhere; also cl and cr.

(*Also a number of additional sight-words from the Primer.*)

Before the *new* compound phonograms, cl and cr, introduced in this list, are memorized or used in words, their pronunciation should be determined by the scholars themselves.

āelīę, āelīęs, āelīing, eākę, eākęs, eall, ealler, eallers, ealling, ealls, cāmę, camp, eamp ing, eamps, can, caning, cans, cndlę, cndlęs, eānę, eānęs, eān ing, eāpę, caper, eapers, eāpęs, eāsę, cat, eats, eat's, eats', eatflę, clām, clam, clatter, clatters, clāy, clēán, clēär, clīmb, cling, clinging, clings, clōák, clock, clōsę, clōsę, clover, eōäl, eōäst, eōät, eōäts, eōeōä, eōffę, eōffin, eōkę, eold, eolder, eolds, eōlt, eōmę, eōmęing, eōmęs, eōmęhōn, eōppér, eōrę, eōręs, eōring, eōst, eōt, eōts, eōtſón, cram, craming, crams, cramp, crānę, Crānę, crate, crēák, crēäm, crēék, crēep, crōák, crōck, crōp, crōss, crōw, crōwer, crōwers, crōwing, crōws, crust, Kate, Kate's, kēęp, kēęper, kēępers, kēęping, kēęps, kill, killing, kills, kit, kits, kitlén, kitléns, kittén's, kitténs', over saw, over work, peach, preach, preacher, preaching, reach, reaching, sawing, scālę, scamp, seant, scatter, scatters, seold, seolder, seolders, seolding, scolds, Seōtł, see-saw, skate, skiff, skiffs, skill, skin, skining, skins, sky, skies, teach, teacher, teaching, who ever, whom, who's, whose, whosever, worker, workers, working, workman.

## WRITING AND SPELLING.

THE teaching of writing and spelling should begin almost simultaneously with that of reading. Up to the time of the completion of the Primer, there should be no attempt at *oral* spelling, and the calling of letters by their names should be carefully avoided; for, until the scholars have become strong in the use of the letters as *phonograms*, their names prove stumbling-blocks in the reading.

The words used for writing and spelling should be presented, then, as wholes; and when it becomes necessary to direct attention to a particular letter, it should be designated as "this letter," "that letter," "the first letter," "the last letter," "the second letter," etc.

The following plan for the teaching of written spelling (writing and spelling), having produced most excellent results in connection with this method of teaching reading, is heartily recommended.

The teacher selects for the first lesson some very short and easy *sentence* that the children have already learned to read,—say, *I see*.<sup>1</sup> This she writes upon the blackboard over and over again in the presence of the scholars before she suffers them to copy it, calling attention each time to the place at which she begins, the direction in which she makes her strokes, etc.; so that, before the scholars try, they know quite definitely what they are to do.

She next requires them to copy and recopy the sentence until she finds by trial that they can reproduce it *without* copy.

She now sets them a new copy, containing the two words already used and one other that they have already learned to read,—say, *can*,—making the sentence, *I can see*. This they copy and recopy like the first sentence, until it is found by trial that they can reproduce it unaided by a copy. Proceeding in the same way, she gives them for their next copy, *I see a man*; for their next, *See me, man*; for their next, *See me eat*; and so on, until they have acquired a writing vocabulary of from eight to twelve words.

<sup>1</sup> Other selections will do as well as those used here.

Before teaching any more words, she makes as many *new* declarative and imperative sentences as possible with the words already acquired, no sentence containing more than four words, and has the scholars write them *from dictation*.

She then resumes the word-teaching process, using for her copies interrogative as well as declarative and imperative sentences, and teaching, of course, the use of the interrogation mark. Now, however, instead of presenting *one* new word at a time, she presents *two*, but without increasing sentence-lengths. For example, if, at this stage of the work, four words are deemed a proper length for the sentence, the make-up should be *two old* words with *two new* ones, *not three old* words and *one new* one: experience having proved that the length of the sentence remaining the same, two new words are acquired almost, if not quite, as quickly as one.

When a few additional new words (perhaps half-a-dozen) have been thus acquired, word-teaching again ceases for a short time, and is replaced by exercises in writing, from dictation, new sentences, both declarative and interrogative, made up of the words thus far learned.

The sentences used during the first half-year, whether for copy or dictation, should never exceed six words in length, and should attain this dimension only toward the end of that period.

Dictated sentences should be read to the scholars clearly and deliberately, no one being permitted to begin writing or even to look down at the slate or paper until the teacher has ceased to speak, and should *never* be repeated for inattentive or forgetful scholars. The only possible justification for repetition is an interruption (such as loud noise or the entrance of a stranger) that prevents attentive as well as inattentive scholars from catching the matter dictated.

In selecting material for the written-work, good judgment will need to be exercised. At first, whatever the nature of the words employed, they should be composed of *short letters only* and should begin as far as possible with letters that are alike in both the capital and small letter form. After the first few weeks, however, no attempt should be made to grade the written spelling work from the standpoint of penmanship. The faults in the latter should be corrected by means of *separate* exercises or drills.

The words chosen for spelling should all be taken from matter previously read. That is, they should be words that the children already know by sight. The main consideration in the choice of a word should be its usefulness, the most useful words being those from which the largest number of sentences can be formed. These are not confined to any one or two parts of speech, but have numerous representatives in every one. Among the words selected a few of the homonyms should find places. No one of these should ever be presented to the children except in such connection with other words as will absolutely ensure the proper association of meaning with form (spelling). On no account should both members of a pair of homonyms be taught together. The scholars should be confirmed in the correct use of one by weeks of practice before the other is presented. Above all to be avoided, is the pernicious practice of using both members of a pair in one and the same sentence: a practice that even with older scholars leads to the most deplorable confusion.

The sentence method above described for written spelling is the only *good* method for beginners. At first it is slow, and, unless the teacher is prepared to be patient, discouraging. The teaching of the first little sentence will consume much of her time and energy. The progress of the children, however, after they have gathered a little impetus, will compensate her many times for her first trials. Many teachers in Brooklyn who formerly taught written spelling by the use of single words, with but indifferent success, now accomplish during the first half-year, upwards of a hundred and fifty words.

## SECOND HALF-YEAR'S WORK.

*COMBINED SIGHT AND PHONETIC READING FROM THE FIRST READER,  
WITH AUXILIARY EXERCISES TO STRENGTHEN AND  
PERFECT THE WORK.*

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Three lines of work are to be separately practiced every day:—

1. READING FROM THE FIRST READER.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

### 1. THE BOOK-READING.

The directions given for Book-reading in the “Third Stage” of the “First Half-year’s Work,” apply to the second Half-year’s Work throughout. The following additions to them are valuable and should be carefully observed.

In the special phonetic preparation (see p. 15) made for each lesson in the First Reader, it will be sufficient to drill upon those phonetic words that contain *more than three* phonograms each. These, however, should be read by their phonograms, again and again, before the lesson itself is attacked.

The sight words introduced in the First Reader should, in the case of every group presented, be taught in script on the blackboard, and read by the scholars in many blackboard sentences, before the book lesson in which they occur is taken up.

The oral reading of every book lesson that is at all difficult, should be preceded by its silent reading, and this, to be made in the highest degree effective, should be accompanied by questioning and comment by the teacher. The questioning should not only deal *directly* with the text, but should also call for inferences, etc., by the scholars. For example:—*Teacher.* Was Jack a selfish or an unselfish boy? *Scholar.* He was a selfish boy. *Teacher.* How do you know? *Scholar.* Why, the book says that he always let his sister go for the milk. Here the teacher might appropriately make some brief comment to increase the interest in the lesson and correspondingly stimulate attention and effort.

Occasionally a lesson may strike the teacher as being very difficult for the little ones to understand. In such a case she should read the lesson aloud to the class in the most expressive manner possible, before the silent reading is done. This course, beside providing the pupils with good models of expression, will convey many a meaning to their minds that the mere *words* of the lesson would fail to convey.

In the directions for oral reading previously given, much stress was laid upon the necessity of never permitting a scholar to read a sentence until he is ready to do so without a break. Without scrupulous attention to this direction, you cannot hope to make your pupils thoughtful readers. The child who reads his sentence aloud, one word at a time, will reach the end, in many cases, without getting a vestige of the thought; while the one that reads to himself first, and then gives the sentence aloud without a break, gets the thought at the end, if he does not before. To accomplish this result, the best method is to have each scholar get his sentence ready, by reading it first to himself, and then require him to let the hand that holds the book drop to his side, and give the sentence aloud, without looking at the book. After the children have been exercised in this manner a few times, the very mistakes they make will attest the value of the method; for these will consist largely of substitutions for the words of the book of other words having *the same meaning*. The conclusion that the matter read is understood, thus becomes unavoidable.

The sentence lengths in the First Reader have been arranged with special reference to the employment of this method, the limit being only twelve words, so as to bring it within the ability of the average child to carry any sentence in the book.

## 2. THE DRILL ON THE PHONOGRAMS.

As already stated in a previous chapter, this must be continued daily throughout the course, and cover *all* the phonograms thus far taught. The necessity for keeping it up lies in the fact that while it is the foundation of the greater part of the reading, a foundation that all the scholars *must have*, there will be some in every class who, either from having been irregular in attendance or from having previously attended a school in which the Rational Method was not pursued, have not acquired a full knowledge of the phonograms.

When the whole number of phonograms thus far taught becomes too great for use in any single drill exercise, half the cards may be employed *at one exercise* and the other half at the next.

### 3. THE DRILL ON THE BLEND.

The author has nothing to add here to the instructions given on page 15, which the teacher responsible for the Second Half-year's Work should read with great care. He would, however, say that the daily continuance of this exercise is vital to success, inasmuch as the sentence-reading alone does not afford half the phonetic practice required to produce the necessary expertness.

NOTE.—Directions for the teaching of Spelling during the second and third half-years, will be found at the end of the book.

## LISTS OF PHONETIC WORDS

FOR USE IN BLEND DRILLS IN CONNECTION WITH THE READING  
DURING THE SECOND HALF-YEAR.

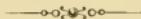
Thousands of phonetic words might be supplied for use during the second half-year; but the author has deemed it wise to restrict the number in each list after No. 21, to fifty. Should this number in any case prove insufficient, it may be largely increased by using in connection with the words given, any of the following suffixes for which the necessary phonograms have been previously taught: *ble, ed, el, en, er, ers, es, ful, gle, ing, ings, ish, le, less, ly, ness*. Suffixes, however, should in no case be employed when their use will increase the length of the word beyond six phonograms.

In the lists following No. 21, the compound phonograms *ck* and *sh* having become sufficiently familiar, are used without underscoring; and for the same reason where a double consonant, as *pp* or *ff*, occurs in the middle of a word, *neither* member is crossed out. A little care may be necessary in the latter case to prevent the scholars from getting the notion that each of the two members is to be sounded separately.

## PHONETIC LIST NO. 10.

NEW PHONOGRAM: ā.

ăet, ăeting, ăets, Ālljān, Ālljān's, ārŷōw, ārŷōws, ăster,  
 ăsters, ăftăck, ăftend, ăftends, ăftend ing, eăckl , e p,  
 e ps, e sfl , cr ck, f et, fl p, l ck, l ck ing, l cks, l p,  
 l pp ing, l ps, m rf w, n p, n pp ing, n ps, n rf w,  
 p ck, p ck ing, p cks, r ck, r cks, r p, r pp ing, r ps,  
 s ck, s cks, s p, sl p, sm ck, sn p, st ck, t ck, t ck ing,  
 t cks, t l w, t p, t pp ing, t ps, tr ck, tr p, w r p,  
 w r pp er, w r pp ers, w r pp ing, w r ps.



## PHONETIC LIST NO. 11.

NEW PHONOGRAMS: { ic and ip.

(*Also a number of additional sight-words used in the Reader before the introduction of these phonograms.*)

In presenting these phonograms, show that they begin alike, and that the first is *ic* because it ends with (the sound) *c* or *ck*, and the other is *ip* because it ends with (the sound) *p*. Before using them in words, drill the scholars well in distinguishing between them.

at ic, at ics, click, click ing, clicks, e lic, e mic,  
 kick, kick er, kick ers, kick ing, kicks, lick, lick ing, licks,

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meelian ic, mice, nice, nick, nick ing, nicks, Nick, Nick's, nickel, pick, pick er, pick ers, pick ing, picks, pickle, pickles, pickling, picnic, price, prick, prick er, prick ers, prick ing, prickle, pricks, rice, sell er, sell ers, sell ing, shallōw, shallōwer, sick, sick er, sickēn, sickle, slice, snick er, snick ers, spice, stick, stick ing, sticks, tick, tick er, tick ers, tick ing, ticks, ticklē, tickler, ticklers, tickling, tickles, trice, trick, trick ing, trickle, tricks, when ever, windōw, windōws, clip, clipper, clippers, clipping, clips, cripple, lip, lips, nip, nipper, nippers, nipping, nips, pip, pips, pippin, pippins, rip, ripping, rips, ripple, ripples, rippling, sip, sipping, skip, skipper, skippers, skipping, skips, slip, slipper, slippers, slipping, slips, snip, snipping, snips, Tip, Tip's, tip, tipper, tippers, tipping, tips, tip-tōe, trip, tripping, trips, triple.

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## PHONETIC LIST NO. 12.

NEW PHONOGRAMS: im and is (not is).

Present by the method suggested at the head of List No. 11.

Teach the children to distinguish between the second phonogram (pronounced *iss*) and the *word is*, by giving them to read a number of easy sentences in which *both* occur.

crimp, crimps, limp, limps, limp, limping, limps,  
mimic, mimicking, mimics, mis take, mistakes,  
mistaken, pimple, primer, primers, rim, rims, Sim,  
Sim's, simpher, simple, skim, skimpher, skimphers,  
skimphing, skims, slice, slim, slimpher, spice, Tim, Tim's,  
trice, trim, trimpher, trimphers, trimphing, trimphings,  
trims.

Assist, crisp, fist, fists, frisk, insist, kiss, kisser,  
kissers, kissing, lisp, lisp, lisp, lisp, list, lists, listen,  
listen, listeners, listen, listens, Miss, miss, missing,  
mist, Mister, pistol, risk, risk, risk, sister, sisters,  
sister's, sisters', wrist, wrists.

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### PHONETIC LIST NO. 13.

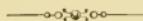
NEW PHONOGRAM: W.

(*Also one additional sight-word used in the Reader before the introduction of this phonogram.*)

The *real* sound of this phonogram cannot be given alone. It is that peculiar slide or twist that occurs between long *oo* and any other vowel sound when we attempt to pass from one to the other without stopping. Thus: *ooēt*, *ooāy*, etc., etc. We therefore teach the children to call it *oo* and, in words, to smother or shorten the vowel part, to the point of suppression.

hour, hours, flour, flouring, flours, sour, souring, sours,  
seour, seouring, seours, swam, swift, swim, swimpher,

swimers, swiming, swims, swimé, swöré, twice, twiner, twins, twiné, wāfer, wāfers, wail, wailing, wails, wājt, wājter, wājters, wājting, wājts, wājtst, wāké, wākén, wākés, wāking, wall, walls, wāsté, wick, wicks, wicker, wifé, wifé's, wilt, wilting, wilts, winer, winers, wining, winings, wins, wīné, wīnés, winter, winters, wīpé, wīper, wīpers, wīpés, wīping, wīré, wīrés, wīring, wīsé, wīser, wisps, wōké, wōré, wōrn.



#### PHONETIC LIST NO. 14.

NEW PHONOGRAMS: ě, est, less, and ness.

After teaching ě, write *est*, *less*, and *ness* on the blackboard, mark them thus: čst, lčss, nčss, and have them read. Finally have them committed as wholes without marks.

arm less, ār'rest, eāp less, cold est, cold ness, crest, cresting, crests, ēär less, čät, ēchō, ēchōéš, ēchōing, Ellén, Ellén's, ělsé, end less, čnter, Esther, fat ness, fatfest, fēär less, fěl], fěllōw, fělt, fester, fester ing, festers, fīn est, flattest, fōr est, frēest, frjend less, frět, fūsšéš, līon est, ill ness, kēnphél, kěpt, kětphé, kind est, kind ness, kisséš, knělt, lāmēness, lām est, late ness,

lāt est, late ness, lēf less, lēán est, lēán ness, lěánt, lěft, lěmōn, lěnt, Lěnt, less, less er, lessōn, lest, Lester, lět, lět̄er, lět̄ing, lěts, light est, light ness, līf less, like ness, lōck less, lōwest, lōw ness, meān est, meān ness, měánt, měllōw, mělōn, mělt, měn, měn's, měss\$, mět, mětl, miss̄es, mother less, muss̄es, nēär est, nēär ness, neat est, neat ness, něck, něcks, Něll, Něll's, nest, nesting, něst̄le, nests, nět, nět̄ing, něts, new est, new ness, old est, pājn less, pāl est, pālēness, pānēless, peach̄es, pěck, pěck ing, pěcks, pělt, pěn, pěn\$, pěp̄er, pěp̄pers, pest, pester ing, pests, pět, pěts, pět̄ing, prěss\$, Prestōn, rājn less, reach̄es, rest, resting, rests, rim less, rīp est, rīpēness, sāf est, sāp less, sčěnt, sčām less, seat less, sčelf, sčel̄, sčel̄er, sčel̄ers, sčel̄ing, sčel̄s, sčnsé, sěnt, sět, sčt̄er, sčt̄ers, sčt̄ing, sčt̄le, sčts, sick est, sick ness, slight est, slight ness, slim̄est, slim ness, slōwest, slōw ness, slý est, slý ness, small est, small ness, směl̄, sōr est, sōrēness, sour est, sour ness, spěl̄, stěm, stěp, stiff est, stiff ness, still est, still ness, swěát, tall est, tām est, tāmēness, teach̄es, tčár less, tell er, tell ers, těn, těn\$, těnt, test, test ing, tests, tight est, tight ness, třeless, třim̄̄est, trim̄̄est, trim ness, weák est, weák ness, wěnt, wěpt, West, Westōn, wět̄est, wick less, wing less, wīs est,

wīsēness, wrēn, wrēns, wrēn's, wrēck, wrēck ing, wrēcks, wrēstfle.

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## PHONETIC LIST NO. 15.

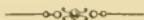
NEW PHONOGRAM: d (as a terminal only).

Teach effect, not separate sound. Put fill and filled on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Then write call and called, and let the scholars try to name the latter. Repeat the process with other known words.

ailed, āimēd, armēd, butferēd, butfōnēd, callēd, cānēd, clād, cōmblēd, eōrēd, cornēd, cornerēd, crīēd, crōwēd, ēāsēd, ēchōēd, ēyēd, failēd, fanñēd, farmēd, fēarēd, fēllēd, festerēd, filēd, fillēd, flourēd, flōwēd, fōamēd, frēd, frīēd, frillēd, handlēd, heālēd, knēelēd, killēd, lād, lāmēd, lēanēd, līēd, lightēnēd, listēnēd, lōanēd, lōwēd, mādē, mailēd, mīrēd, mōanēd, mōwēd, nailēd, nāmēd, one-armēd, opēnēd, ōwēd, ōwnēd, pājd, pājnēd, pēelēd, pēmñēd, pesterēd, pīlēd, pīnēd, pīnñēd, playēd, pōñrēd, prāyēd, rājnēd, rājñēd, rēad, rēarēd, rōamēd, rōarēd, rōdē, rōllēd, rōwēd, rusflēd, sailēd, sawēd, seourēd, sēalēd, sēamēd, seemēd, sīglied, sīgnēd, simñherēd, sīnñēd, skimñēd, skinñēd, snowēd, sōarēd, sōlēd, sold,

sourēd, sōwēd, spillēd, stājd, swellēd, tāmēd, tanjhēd, tēasēd, ticklēd, tīēd, tīreēd, titterēd, tōēd, told, tōllēd, triēd, trillēd, trimjhēd, trōd, wailēd, wallēd, weākēnēd, weānēd, wingēd, wīrēd.

fādē, fīnd, in sīdē, kindest, lād, lādēl, lādērs, lēād, lēād, lēād er, lēād ers, lēād ing, lēāds, lōād, lōād ing, lōāds, mād, mādēst, mājd, mājdēs, mājdēn, mīld, mīnd, nēēd, pād, pādēing, pādēs, pādēllē, plājd, prīdē, rēād, rēād er, rēād ers, rēād ing, rēāds, rīdē, rīd er, rīd ers, rīdēs, rīd ing, rīnd, rōād, sād, sādēst, sādēn, sādērs, sīdē, spādē, spēēd, stēēd, swōrd, tīdē, tōād, trēād, wādē, wād er, wād ers, wādēs, wād ing, weed, weēd er, weēd ers, weēd ing, weēds, wēdēing, who'd, wīdē, wīdēn, wīd er, wīd est, wīld, wīnd.



### PHONETIC LIST NO. 16.

NEW PHONOGRAM: đ. (Pronounced exactly like *t*.)

(*Also a number of additional sight-words used in the Reader before the introduction of this phonogram.*)

āehēđ, eākēđ, eōckēđ, fīfēđ, fussđ, had n't, heāpēđ, iced, kickēđ, kissēđ, knockēđ, lackēđ, lappēđ, lēakēđ,

lēápēd, lickēd, līkēd, limpēd, lōckēd, lōppēd, milkēd, mimickēd, missēd, mōckēd, mōpēd, mōppēd, mussēd, nippēd, over lookēd, over workēd, pāckēd, pěckēd, pickēd, pōkēd, pōppēd, preachēd, priceēd, rākēd, rāppēd, reachēd, rēápēd, rinsēd, rīpēd, rōckēd, sippēd, sliced, sniffēd, sōákēd, spiced, suppēd, tāckēd, tāppēd, tickēd, tippēd, tōssēd, 'twould, wākēd, wīpēd, workēd, wouldn't, wrāppēd, wrēckēd.

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## PHONETIC LIST NO. 17.

NEW PHONGRAM: ed. (Pronounced ēd.)

(*Also a number of additional sight-words used in the Reader before the introduction of this phonogram.*)

ărested, ăttended, butted, crested, Ed, end ed, fād ed, fed, fitted, fled, folded, Fred, hand ed, heāted, home-mādē, home-sick, knotfed, landed, led, lift ed, lighted, lōād ed, māt ed, matfed, medāl, meddlē, mend ed, mold ed, Ned, nēēd ed, nētted, pādded, patted, pedal, peddlē, petted, pitfed, pōtfed, pouted, red, reddēn, redder, reddest, rest ed, rōtfed, rusted, sand ed, scold ed, seated, sīd ed, sift ed, sled, sped, tended, tilted, tested, tinted, wād ed, wāited, weed ed, weddīng, weren't, wick ed, wick ed est, wilt ed.

## PHONETIC LIST NO. 18.

NEW PHONOGRAM: ç.

çēásø, çēásød, çēásøless, çēásing, Çēçil, çējl, çējlød, çējl ing, çējl ings, çējløs, çēll, çēlløs, çént, çíder, Çýrus, fāçø, fāçød, fāç ing, fēnçø, fōrçø, īçøs, īç ing, īçicleø, lāçø, lāçød, lāç ing, māçø, minçø, minçød, minç ing, nīçer, nīçest, nīçøness, njēçø, pāçø, pāçød, pāç er, pāç ers, pāç ing, pēçø, pēçø, pīçø, pīçød, pīç ing, pīçørs, pīçørs, rāçø, rāçød, rāç er, rāç ers, rāç ing, sinçø, spāçø, trāçø, winçø, winçød, winç ing.



## PHONETIC LIST NO. 19.

NEW PHONOGRAMS: ü and un.

clück, crümþ, eüd, eüds, eüdølø, eüff, eüffød, eüffing, eüffs, eüt, eütter, eütters, eütting, eüttings, eütflø, fun, funøl, fürfjöw, knücklø, lück, lümp, müd, müff, müfflø, müffs, müffin, mütter, mütfløn, nümlø, nümløing, nümløness, nümløs, nüt, nüts, nütting, plück, plüam, pücker, pückers, püddølø, püff, püffød, püffing, püffs,

pǔlsé, pǔmp, rǔdđer, rǔfflę, run, runjer, runjers,  
runjing, runš, rǔm, seǔd, seǔdš, seǔdđing, seǔm, skǔl},  
smǔt, snǔff, spun, stück, stǔd, stǔff, stun, stunjéđ,  
stunjing, stunš, stunt, sück, sückéđ, sücking, sucks,  
sǔdđen, sǔdš, süffer, süffers, sǔm, sǔmš, sǔmjer,  
sǔmjers, sun, sunjéđ, sunjing, sun less, sunš, swǔm,  
tück, tückéđ, tücker, Tücker, tücking, tucks, tunjéļ,  
tunjéļš, un beătén, un butfón, un butfónéđ, un end ing,  
un fed, un fit, un kind, un kinder, un kind est,  
un kind ness, un lāçé, un less, un lōđd, un lōck, un māđé,  
un păck, un pāđd, un pin, un pinjéđ, un pinjing, un pinš,  
un rōl}, un sāfę, un seen, un think ing, un tīę, un tīđ,  
un tīęš, until, un tÿing, un well.



## PHONETIC LIST NO. 20.

NEW PHONOGRAMS: sh and ish.

ăsh, ăshěš, eăsh, clăsh, crăsh, crăsh, ęyęlăsh, fin ish,  
finishéđ, finishing, fish, fishéđ, fishěš, fishing, Fisher,  
Fisher's, flăsh, flěsh, flăsh, frěsh, Irish, lăsh, lăshéđ,  
lăshing, măsh, măshéđ, măsher, măshers, măshing,  
măsh, pětfish, plăsh, plăsh, Pôl ish, pôl ish, pun ish,

punishéd, punishing, răd ish, răsh, rĕddish, rĕl ish, răsh,  
răshéd, răshing, shăd, shădōw, shădé, shăded, shădes,  
shăding, shădeless, shăké, shăkén, shăker, shăkers,  
shăkes, shăking, shăl}, shallōw, sham, shaméd,  
shaming, shams, shăpé, shăpéd, shăpes, shăping,  
shatter, shed, sheding, sheds, sheepish, shĕlf, shĕl},  
shĕléd, shĕlling, shĕlls, shīd, shīld, shīs, shift,  
shifted, shifting, shifts, shin, shins, shīné, shīner,  
shīners, shīnes, shīning, ship, shipping, ships, shōal,  
shōals, shōck, shōckéd, shōcking, shōcks, shōd, shōné,  
shōp, shōppéd, shōpper, shōppers, shōpping, shōps,  
shōré, shōres, shōrn, shōt, shōts, shōw, shōwéd, shōwing,  
shōwn, shōws, shück, shücks, shūder, shūders, shūfflé,  
shun, shunéd, shuning, shuns, shūt, shūtting, shūts,  
shūtter, shūtters, shūttlé, shy, shyer, shyest, shying,  
skittish, slăsh, Spanish, trăsh, wish, wishéd, wisher,  
wishers, wishes, wishing.



## PHONETIC LIST NO. 21.

### NEW PHONOGRAM: V.

Sound by placing the lower lip against the upper teeth and forcing the *voice* strongly but not suddenly between.

ăd vīçé, an vīl, can vās, eāvē, eāvēd, eāvēs, eāv ing,  
clōvē, crāvē, ēāvēs, ēvē, ēvēn, ēvēn ing, ēvēn ings, ēvīl,  
fēver, fēvers, fīvē, fīvēs, insīdē, insist, invītē, īvē, īvēs,  
kñīvēs, lēāvē, lēāvēs, lēāv ing, lēāv ings, lēvēl, līvē,  
līvēs, lōāvēs, ōvāl, ōvāls, pāvē, pāvēd, pāvēs, pāv ing,  
pēphish, rāvēl, rōvē, rōvēd, rōvēs, rōv ing, Rōver,  
Rōver's, sāvē, sāvēd, sāver, sāvers, sāvēs, sāv ing,  
sāv ings, sēvēn, shāvē, shāvēd, shāver, shāvers, shāvēs,  
shāv ing, shāv ings, slēphē, stōvē, un ēvēn, vail, vails,  
vājn, van, vans, van ish, vāsē, vēál, vend, vend ing,  
vender, vends, vēssēl, vest, vīnē, vīnēs, vōtē, vōted,  
vōter, vōters, vōtēs, vōting, wāvē, wāvēd, wāvēs,  
wāv ing, weāvē, weāver, weāvers, weāvēs, weāv ing,  
we'vē, wīvēs, wōvē, wōvēn.



## PHONETIC LIST NO. 22.

NEW PHONOGRAMS: ī, ĺ, ly.

To teach the sound represented by ī, write the word *it* on the blackboard thus: *i* — — — *t*, and make sure that the scholars knows what it is. Then require them to pronounce it *as written*, helping them by placing the pointer on the *i* for them to begin, and sliding it slowly to the *t*, which they are not to pronounce until the pointer reaches it. If necessary, show them by doing the thing required, yourself. The long break between the two sounds will cause the ī to come out distinctly.

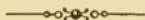
Now require the scholars to try the sound without seeing the word *it*, but instruct them that whenever they see the character ī, they must remember that it always stands for the first sound in that word.

The *sound* once mastered, there will be no trouble in teaching ī as an additional representative of it.

Teach *ly* by first presenting it marked thus: lȳ. Then put *late* and *lately* (without marks) on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Write another well-known word. Have it read. Add *ly*. Ask what it is now. Repeat the process with other words. Insist always upon the *ly* being pronounced very crisply and not drawled out into a prolonged lē.

See remark on the use of suffixes on page 35.

ăctīvȇ, ăllēȳ, eărrȳ, cĕlerȳ, çitȳ, eōpȳ, downȳ, ēăsīly, ēătȳ, everȳ, famīly, frjendly, frōstȳ, funnȳ, īvȳ, kīd, kīdnăp, kind ly, lately, lightly, līkēly, lilȳ, manly, mĕrrȳ, mĕddlȇ, mŭddȳ, nēärly, neatly, nicely, only, pansȳ, pĕnnȳ, pōnȳ, puppȳ, pŭttȳ, rāinȳ, rīver, sandȳ, shīnȳ, sīevȇ, silly, skinnȳ, slēēpȳ, slīmȳ, slōwly, smōkȳ, sōft ly, sōrrȳ, stōrȳ, timid.



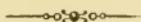
## PHONETIC LIST NO. 23.

### NEW PHONOGRAM: ch.

See remark on the use of suffixes on page 35.

ăpprō~~ach~~, bea~~ch~~, bee~~ch~~, eătch, eătch up, chājn, chăp, chăpter, chāsē, chēāp, cheat, chěck ers, chēēk, chēēsē,

cherrȳ, chestnȳt, chick, chīef, chīld, chīlly, chīmmēȳ, chīn, Chīncēȳ, chīp, chīrrup, chōp, chōrē, chūcklē, eōāch, crūtch, ītch, kītchēn, lātch, mātch, mischīef, nōtch, ostřich, pātch, pītch, pōrch, punch, rīch, Rīchīē, sandwīch, Seōtch, scrātch, stītch, swītch, tōrch, tōtch.



## PHONETIC LIST NO. 24.

d anywhere; also, dr.

Pronounce d, ud, placing the tip of the tongue against the roof of the mouth *before* uttering the u, so as to compel the sound to come from the throat.

See remark on the use of suffixes on page 35.

Before the *new* compound phonogram dr, presented in this list, is memorized or used in words, its pronunciation should be determined by the *scholars themselves*.

can dȳ, cīder, cīnder, crādlē, cȳlīnder, dāīsȳ, děād, dēār, dēcīdē, dēck, dēp, dēēr, dēlīght, dēntist, dēnȳ, dēpōt, dēsk, dice, Dick, dīē, dīmē, dīmple, dip, dish, dismiss, dīvē, dīvīdē, dōmīno, dōōr, dōsē, dōūghī, drēām, drēss, drōp, drōvē, drūm, drȳ, dūck, dust, idlē, kindlē, lādȳ, līd, nēēdlē, pūddlē, rūdder, shōūldēr, sōlīd, spīder, strāddlē, stūdȳ.

## PHONETIC LIST NO. 25.

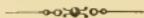
NEW PHONOGRAMS: b, bl, and br.

Pronounce b, üb, making the u with the lips *closed*.

See remark on the use of suffixes on page 35.

Before the new compound phonograms, bl and br, presented in this list, are memorized or used in words, their pronunciation should be determined by the *scholars themselves*.

ā blē, bābȳ, bāck, bād, ball, banner, bat, bed, běll,  
 bělt, Běn, běnch, bend, běrrȳ, best, bī blē, bīcȳ clē,  
biseūit, bītē, bitter, bläck, blādē, blēd, blīnd, blister,  
blöck, blōw, bōāt, bōnē, bōttlē, bōwl, brāvē, brēāk,  
brick, bright, bring, brōkē, brūsh, būb blē, bücklē, būd,  
bunch, clūb, cōbwěb, dōū blē, ělbōw, nīb blē, nīm blē,  
 no blē, nūmber, pēb blē, rājn'bōw, rībbōn, rōb, sōb,  
 stāblē, tāblē, trōū blē, tūm blē.



## PHONETIC LIST NO. 26.

NEW PHONOGRAMS: a e i o u,—Obscure Vowels.

These are vowels which cannot be crossed out because their omission would involve the loss of a syllable. Thus, rēāl would read rēl, līōn would read līn, etc.; and yet they are so indistinctly pronounced that no one can tell in any given case exactly what the sound is. On account of their indistinctness they are represented by the faint or skeleton letters shown above.

As good a way as any to teach the recognition of these letters is to first tell the scholars that they sound more nearly like ū than anything else, but are far less distinct; and then allow them to determine the word presented in each case by giving ū where the skeleton letter occurs, but require them when the word is pronounced as a whole to soften the ū to the verge of extinction. Showing should, of course, accompany the telling. With good teaching, one or two exercises should make the matter perfectly clear.

See remark on the use of suffixes on page 35.

a bōard, a cross, a do, a flōat, a frāid, a larm, a light,  
 a like, a līve, an īmal, a pīçé, Ārab, a rīşé, a shāmé,  
 a shōre, a sīdé, a slēp, a wāit, a wāke, bālance, bārrel,  
 can non, eāra way, eārol, eārrot, chīna, Āl*christ*mas,  
 cīnnamōn, cow ard, eūrrant, īrrand, īslānd, īvory, līlāe,  
 līon, mēlon, mēmory, nēcklaçé, now a days, pālāçé,  
 pārrot, pēriod, pīlot, rēal, sālad, several, stīrrup, tēnant,  
 water-mēlon.



## PHONETIC LIST NO. 27.

### NEW PHONOGRAMS: th and th.

Pronounce the first of these with the breath only, but give the second a strong *vocal buzz*. Tell the scholars that the cross line represents the buzz. Practice each thoroughly before using in words.

See remark on the use of suffixes on page 35.

bāthę, be nēāth, bläck smith, bōth, bōther, brēāth,  
brēāthę, clōth, clōthęs, dēāth, ējther, fēāther, fōjirth,  
frōth, heāthēn, lāth er, lēāther, mōth, nējther, nīn ,  panther, sēvēn , tēēth, tēēthę, tēn , thātch, thēater,  thēsę, thick, thjēf, thīgh, thīm blę, thin, thīstlę, thōrn,  thōsę, thōugħi, thrāsh, thrēād, thrēātēn, thrēę, thrōāt,  thrōnę, thrōw, thrūsh, thūmþ, thūmp, thunder, thus,  un dērnēāth, wēāther, wréāth, wréāthę. | | |



## PHONETIC LIST NO. 28.

### NEW PHONOGRAM: n.

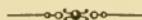
Sounded by forcing the *voice* through the nose, with the mouth open and the fore part of the tongue kept down.

If you have difficulty in teaching your pupils this sound separately, write ăñ on the blackboard and have it pronounced. Then change the form to ăñ and tell the pupils that it is pronounced ang. Do the same with ĕñ, ĭñ, õñ, and ŭñ. Finally, mix all the forms ăñ, ăñ, ĕñ, ĭñ, ĭñ, õñ, õñ, ŭñ, and ŭñ irregularly, and drill the scholars in distinguishing them.

See remark on the use of suffixes on page 35.

a lōng, ăñklę, bāng, băñk, be lōng, blīnk, bŭñk, chīnk,  
chūñk, clūng, crăñk, dōñkējy, drăñk, drūñk, Frăñk, gōng,  
ĭñk, lēngth, līnk, lūng, öblōng, pīnk, plăñk, prăñk, pūnk,

rāng, sāng, sānk, sīnk, slīnk, sōng, spānk, sprāng,  
 spūnk, strēngth, strōng, strūng, stūng, tānk, thānk,  
 tīnker, tīnkłę, tōngs, trūnk, twīnklę, ūnelę, wīnk,  
 wrīnklę, wrōng.



## PHONETIC LIST NO. 29.

NEW PHONOGRAMS: **g**, **gl**, and **gr**.

Pronounce **g** ug, making the **u** in the throat with the mouth open.  
 See remark on the use of suffixes on page 35.

ăgatę, a grēę, ănglę, angrę, bănglę, be gīn, bīg, būggę, dīg, ēāglę, fīg, fīngę, flāg, flōg, frōg, gāmę, gārręt, gāthęr, gās, gēęsę, gīft, gīgglę, gīmlet, glăd, gōld, gōt, grājn, grānd mother, grāpę, grāvę, grāy, grēędy, grēęn, grōw, grūm blę, gūtęss, gūm, gūn, gūtter, lōg, mīnglę, mūg, pēg, pīg, pōpęgūn, rāggęd, shāggę, shīnglę, sīnglę, stāggęr, tāg, tānglę, tīger, tīnglę, to gěthęr, tūg, twīg, ūg ly, wāgęn, wrīgglę.

## PHONETIC LIST NO. 30.

NEW PHONOGRAMS: *g* and *j*.

Pronounce *uj*, placing the tip of the tongue against the roof of the mouth before uttering the *u* so as to compel the sound to come from the throat.

See remark on the use of suffixes on page 35.

āgē, āngēl, ārrāngē, bādgē, břidgē, cābbaġē, eāgē, ēarriāgē, chāngē, cōttagē, eōūraġē, dāngēr, dōdgē, ēdgē, ēngīnē, frīngē, gēm, gēnīē, gēntlē, gīant, gīnger-bread, gīrāffē, jail, Jānē, jēalōus, jēl ly, jest, jīn glē, jōb, Jōhn, jōkē, jōstlē, jūdgē, jūg, jūggler, jūmp, just, māgīc, ūblīgē, ūrangē, pāckagē, pāgē, pīgēōn, pōrrīdgē, pōstagē, sāvagē, slēdgē, stāgē, stīngē, strāngē, wēdgē.



## PHONETIC LIST NO. 31.

NEW PHONOGRAMS: *ä* and *ö*.

See remark on the use of suffixes on page 35.

ālmōst, ālrčādē, ālways, ātīger, ātūmē, āwn ing, bāwl, be ātīsē, bōrder, bōrn, bōtīglēt, brōād, brōtīglēt, eātīglēt,

chalk, claw, eôrd, eôrk, crawfish, crawl, dâughter, dâwdlé,  
dray, dwârf, fâlsé, fâlcet, fâlt, fôrm, fôught, Géôrgé,  
gnâw, jâw, naught, ôught, paw, raw, reward, salt, saucer,  
sausagé, scald, shawl, shôrt, sôrt, stôrm, strâw-berry,  
taulk, taught, thaw, thôught, wâlk, war, wârm.



## PHONETIC LIST NO. 32.

NEW PHONOGRAMS: h and wh.

Pronounce wh, hoo, making the h *very strong*. In words shorten the oo to the point of suppression.

See remark on the use of suffixes on page 35.

awhile, be hâvé, be hînd, bückwheat, hall, hâng, hâppy,  
hâtchet, hate, hâwk, hây-löft, hêad, Hêavén, hêavý, hén,  
hickorý, hîdé, hîgh, hill, hîngé, hîré, hit, hold, hôp, hôrn,  
hôt, hûg, hûm, hunter, hûrrý, hûsh, husflé, hût, hýêna,  
kêyhôlé, whale, wharf, wheat, whêl, whêl-barrôw,  
which, whîlé, whimper, whîné, whip, whisk, whisper,  
whisflé, whîte, whittlé, whôlé.

## PHONETIC LIST NO. 33.

NEW PHONOGRAMS: **ou** and **ow**.

See remark on the use of suffixes on page 35.

allow, a round, blouse, bough, bounce, brown, chowder, cloud, clown, couch, count, crowd, crown, crouch, drown, drowsy, flounce, flounder, flower, fountain, fowl, ground, growl, haymow, hot-house, hound, house, loud, mouse, mouth, night-gown, ounce, plough, pounce, pound, powder, proud, prowl, round, shower, slouch, sound, south, sunflower, thousand, towel, tower, trousers.



## PHONETIC LIST NO. 34.

NEW PHONOGRAMS: **o**, **u**, and **ew**.

See remark on the use of suffixes on page 35.

bällöfn, böft, brew, brofim, Bruin, brüsse, brünëtte, brüte, eanöf, chew, chofse, cöf, cöfl, crew, erüel, drew, föfd, föflißh, göfse, grew, grüel, im prové, Jew, jewel, mövö, möflißht, pöfdlöf, pöfl, pöfr, prové, prünës, röff, röfim, röft, rübë, rüdöf, rüle, Rüth, sehöfl, screw, shöf,

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shoot, sloop, soon, sooip, spool, spoon, stoop, strey,  
threw, truant, true, truth, two.

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### PHONETIC LIST NO. 35.

NEW PHONOGRAMS: o, u, and ful.

See remark on the use of suffixes on page 35.

awful, bashful, book, brook, bullot, butcher, eooky,  
eoold, crook ed, euckoo, eushijon, falsohood, farful,  
firowood, fishhook, foot, hateful, helpful, hood, hook,  
hoop, mouthful, notebook, pailful, pitioful, plateful,  
playful, pudding, pull, pullot, pulloý, pulpit, push,  
puß, rightful, scrop book, shoook, shouold, skillful,  
spiteful, stood, thonkful, thoughtful, took, truthful,  
willful, wolf, woman, woolon, woorsted.

## THIRD HALF-YEAR'S WORK.

---

*COMBINED SIGHT AND PHONETIC READING FROM THE SECOND READER  
WITH AUXILIARY EXERCISES TO STRENGTHEN  
AND PERFECT THE WORK.*

---

Three lines of work are to be separately practiced every day:—

1. READING FROM THE SECOND READER.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

### 1. THE BOOK-READING.

This will be done in accordance with the directions given for Book-reading under the headings, "First Half-year's Work—Third Stage" (pp. 14 and 15), and "Second Half-year's Work" (p. 32).

It will be observed that, during the latter part of this half-year, the reading, except for words already learned, becomes almost wholly phonetic, the only *new* sight-words introduced being either words that cannot be phonetically marked, or words that contain six or more phonograms, and, as *phonetic* words, are, therefore, too difficult for the average child at this stage of his progress.

### 2. THE DRILL ON THE PHONOGRAMS.

This should be kept up not only during this half-year but through the fourth, fifth, and sixth half-years; and it should be the effort of the teacher, in every case, to have all her scholars, whatever their previous preparation (or lack of preparation) "well up in" the individual phonograms, before the end of the first month of the term, that they may thereafter work together without difficulty.

### 3. THE DRILL ON THE BLEND.

This, also, should be kept up not only during this half-year, but through the fourth, fifth, and sixth half-years. In general, the *special phonetic preparation* already prescribed for each lesson, will cover the requirement under

this head; but whenever the number of phonetic words used in the said preparation falls below thirty, the difference should be made up by the use of additional phonetic words.



## PHONETIC LIST NO. 36.

NEW PHONOGRAM: ä.

See remark on the use of suffixes on page 35.

äli, ärk, äynt, bärber, bärgein, bärk, bärn, eälf, eär, eärd, eär go, eärpët, eärt, eröwbär, därk, därn, fär, fäther, gärter, hälf, härd, härk, härness, hëärt, lärd, hurrä, lärgé, läyndry, mammä, märblé, märch, märkët, papä, pärk, pärsléy, pärsnip, pärt, pärtý, päth, rhybärb, seär, seärf, seärlet, shärk, shärp, smärt, spärklé, stär, stärcb, stärlicht, stärve, tärdý, tärget, tärt.



## PHONETIC LIST NO. 37.

NEW PHONOGRAM: å.

Like ä, but less broad and pronounced more in the mouth.

See remark on the use of suffixes on page 35.

ädvänçé, áfter, alás, ásk, banäná, báskët, báss, Blánché, blást, bráncb, bráss, cásk, eáster, cháff, chánçé, clásb, cláss, dánçé, dráft, fásfén, flásk, Fráncé, gásb, glánçé, gláss, grásb, hásb, lánçé, láss, lást, másk, máss, mást, máster, nástý, over eást, pánt, páss, pást, pástímé, pláster, ráft, rásp, slánt, stáff, tásb, vásb.

## PHONETIC LIST NO. 38.

NEW PHONOGRAMS: är, ēr, ēar, īr, ōr, and ūr.<sup>1</sup>

Pronounce like ir in sir or girl. These six characters, representing one and the same sound, may be taught almost as easily as one, if the attention of the scholars is called to the fact that every one begins with a wave-marked (~) letter and ends with an r.

See remark on the use of suffixes on page 35.

än el̄ōr, b̄ir̄th-day, b̄urn, ch̄ur̄ch, ch̄ur̄n, c̄irclē, c̄ireus, conç̄ert, ēur̄ly, d̄es̄erv̄e, d̄irt, d̄oet̄ōr, ēarly, ēarn, ēarth, f̄ir̄st, f̄ir̄naç̄e, h̄eard, h̄ears̄e, h̄urt, j̄ōürn̄ē, k̄ern̄el, lant̄ern, l̄earn, mōrt̄ār, must̄ard, ōrch̄ard, pärl̄ōr, patt̄ern, p̄earl, p̄erch, p̄erf̄eet, p̄opl̄ar, p̄ūr, p̄ūrplē, p̄ūrs̄e, sail̄ōr, s̄erv̄e, ç̄ell̄ār, sch̄ol̄ār, s̄earch, s̄ir, sk̄irt, st̄ir, tail̄ōr, th̄ird, th̄irst̄y, th̄irt̄ēen, th̄irt̄y, Th̄ūrs day, tōwārd, tūrk̄ē, t̄urn, t̄urnip, t̄urtlē, w̄ord, w̄orld, w̄orm, w̄orst, w̄orth.

<sup>1</sup> Most lexicographers maintain that the sound of *u* before *r* differs from that of *i* or *e* in the same position. So far as the people of this country are concerned, the author respectfully dissents from that opinion. He has listened for years to the speech of cultivated Americans, with the special object of deciding the point, and has found little or nothing to support the claims of the lexicographers. Almost every one gives exactly the same vowel sound in *term*, *firm*, and *turn*. In the use of any one of the combinations *er*, *ir*, and *ur*, however, *shades* of difference occur. For instance, few persons give exactly the same vowel sound in *sir* and *girl*. But these *shades* of difference it would be impossible to represent by different marking.

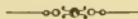
## PHONETIC LIST NO. 39.

NEW PHONGRAM: Ó.

Pronouneed exactly like ū.

See remark on the use of suffixes on page 35.

a móng, be lóv ed, blóód, eól òr, còmfòrt, còmpass,  
 eòver, eòvët, diséòver, dònë, dòvë, flësh-eól òr, flòód,  
 flòúrish, frònt, glòvë, gràndsòn, hònëý, hònëý-eòmë,  
 lòvë, lòvëly, Món day, móneý, mónkëý, mónth, nònë,  
 nòth ing, óvén, pôrpòjë, rēcòver, shòvë, shòvël,  
 sòmer sët, sòn, spónë, stëp sòn, stòmaehí, thòròigíhlí, tòn,  
 tònguë, turtlédòvë, un eòver, un dònë, wòn, wònder,  
 wònderful, wòrry.



## PHONETIC LIST NO. 40.

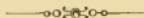
NEW PHONGRAMS: oi and oy.

Pronounce aé, blending the two sounds closely.

See remark on the use of suffixes on page 35.

a hoy, an noy, ăppoint, a void, boil, boisteróus, broil,  
 buoy, choicë, eoil, eoin, dëstroy, doi ly, employ, enjòy,  
 gùmboil, hoist, join, joint, jointed, joist, joy, joy ful,  
 joy ful ly, loin, loiter, moist, noisë, noisíly, noisý, oil,

oilȳ, over joyȇd, oyster, pärboil, point, pointer, poison, poisonous, rējoicȇ, Roy, royal, sirloin, soil, spoil, tin-foil, toilet, toil, toil some, toy, un eoil, voicȇ, voyage.

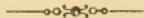


### PHONETIC LIST NO. 41.

NEW PHONOGRAMS: ū, ēw, and ure.

See remark on the use of suffixes on page 35.

a būshȇ, ækēūshȇ, a mūshȇ, ärğūshȇ, ävenūshȇ, bëtūtīshȇ, blew, blūshȇ, būglȇ, eūbȇ, cūpolā, cure, eūrīshȇ, dēw, dispūtȇ, dūring, dūtȇ, ëndure, ēwȇ, failure, fēw, fīgure, flūtȇ, fūneral, glūshȇ, hūgȇ, Janūarȇ, Jūlȇ, Jūnȇ, mēw, mūçilagȇ, mūlȇ, mūshēum, mūshic, pästure, pēwter, pēw, picture, plūmȇ, prōcure, pūpil, pure, rēfūshȇ, salūtȇ, statūtȇ, stēw, stūpīd, sūjt, tōrture, tūbȇ, Tūsh day, tūlip, tūnȇ, ūshȇ, ūsȇful.



### PHONETIC LIST NO. 42.

NEW PHONOGRAMS: âr, âir, âar, and êir.

These four characters, representing one and the same sound, may be taught almost as easily as one, if the attention of the scholars is called to the fact that every one begins with a caret (^) marked letter and ends with an r.

See remark on the use of suffixes on page 35.

âir, arm-châir, bâr̄e, bâr̄efōt, bêar, be wâr̄e, bûg-bêar, eâr̄e, eâr̄eful, eâr̄eful ly, eâr̄efless, châir, dâr̄e, dêclâr̄e, fâir, fâir̄y, fâr̄e, fâr̄ewell, flâr̄e, glâr̄e, hâir, hâir-brûsh, härdwâr̄e, hâr̄e, hâr̄e-bëll, horse hâir, mâr̄e, nightmâr̄e, out wêar, pâir, pâr̄e, pârent, pêar, prêpâr̄e, râr̄e, rëpâir, seâr̄çe, seâr̄çely, seâr̄e, shâr̄e, snâr̄e, spâr̄e, spâr̄erîb, stâir, stâr̄e, swêar, tail-bêar er, têar, thêir, thrëadbâr̄e, un fâir, wêar.



### PHONETIC LIST NO. 43.

NEW PHONOGRAMS: X, ex, and ex.

Pronounced, respectively, ks, čks, and ēgz.

See remark on the use of suffixes on page 35.

âpex, āxl̄e, āxl̄e-trê̄e, band-bôx, beés-wâx, be twîxt, bôx, eâl̄yx, eôâx, exæet, exæam iné, exæam plé, ex çépt, ex chângé, ex çîté, ex eûsé, ex er çîsé, ex ërt, ex îst, ex pëet, ex plâin, ex plôdé, ex pôsé, ex prêss, fîx, flâx, fôx, hexaägon, index, lÿnx, mîx, mîxture, next, on yx, öx, öxen, pickâx, sextón, sîx, sîxpéneçe, sîxtëén, sîxth, sîxty, smallpôx, snüff-bôx, tâx, un fîx, vëx, vîxén, wâx, wâx-work.

## PHONETIC LIST NO. 44.

## NEW PHONOGRAMS: q and qu.

Pronounced, respectively, k and koo. In using the latter in words, shorten oo to the point of suppression.

See remark on the use of suffixes on page 35.

ăequājnt, ăquīrē, ăquājnted, ăquit, bedquilt,  
bānquēt, eōnqūer, eōquēttē, ēarth quākē, ēqual, inquīrē,  
liquid, liquīd, ăblīqūtē, ăpāqūtē, quāck, quail, quārt,  
quārter, quēén, quēér, quēnch, quick, quickly, quīēt,  
quill, quilt, quince, quīnīnē, quīrē, quit, quītē, quīver,  
quoit, rēquest, rēquīrē, squāw, squēāk, squēāl, squint,  
squīrm, squīrrēl, squīrt, unēqual.



## PHONETIC LIST NO. 45.

## NEW PHONOGRAM: z.

Pronounce with a strong vocal buzz.

See remark on the use of suffixes on page 35.

băptīzē, blăzē, brăzēn, brăzēzē, bronze, bŭzz, căpsīzē,  
crăză, dăzzlē, dizzŷ, dōzē, drăzzlē, ēlīză, făzz, fizzlē, frēzēzē, frăzzlē, frōzēn, făzz, făzzŷ, găyīzē, găzē,

glāzé, grāzé, grizzlý, hāzý, huzzá, lizárd, lözéngé, mālzé,  
 müzzlé, oózé, piázzá, pízé, püzlé, rāzōr, sēá-bréézé,  
 sēízé, sízé, snéézé, snoózé, squéézé, tweézers, whéézé,  
 zébrá, zérō, zíggág, zíne.



## PHONETIC LIST NO. 46.

## NEW PHONOGRAMS: y and ȳ.

The sound represented by these two phonograms cannot be given alone. It is that peculiar slide or twist that occurs between long e and any other vowel when we attempt to pass from the former to the latter without stopping. We therefore teach the children to call it ē, but in words to smother or shorten the vowel part to the point of suppression.

See remark on the use of suffixes on page 35.

ănxíóus, be yond, buníon, Chíristian, clóthiér, côrdial,  
 Daniél, gláziér, hōsiér, Indían, lāwyér, lēapyéár, millíon,  
 óníon, ópiníon, páviér, Russían, Sáviór, séníór, Spaníárd,  
 spaníel, stállióñ, úníon, un yéld ing, un yōké, vērmilíon,  
 vinéyárd, Yánkéé, yárd, yárn, yáwn, yé, yéár, yéárly,  
 yéast, yéll, yéllów, yéłt, yéw, yéld, yōké, yólk, yonder,  
 yóung, yóungér, yóungest, yóungster.

## PHONETIC LIST NO. 47.

NEW PHONOGRAM: a.

Pronounce exactly like ö.

See remark on the use of suffixes on page 35.

chaps, qualit̄y, quarr̄el, seallop, squab, squab bl̄e,  
squall, squander, squash, squat, swab, swallōw, swamp,  
swampy, swan, swap, wad, wadded, wadding, waddle,  
waffle, wal̄let, wallōw, walnūt, walrus, wampum, wan,  
wand, wander, warr̄en, wash, washbōard, washer,  
washer woman, wasp, watch, watcher, watchful,  
watch man, whitewash, wīgwam, yacht.



## PHONETIC LIST NO. 48.

NEW PHONOGRAM: e.

Pronounce exactly like á.

See remark on the use of suffixes on page 35.

bṓiquet, eonvey, erōq̄uet, disōbey, freiglit, grey,  
grey hound, hey, neigh, neighbōr, neighbōrhōd,  
neighbōrly, obey, out weigh, prey, reign, rein, reindeer,  
skein, sleigh, veil, vein, weigh, weight, weighty, whey.

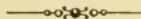
## PHONETIC LIST NO. 49.

## NEW PHONOGRAM: ī.

Pronounce exactly like ē.

See remark on the use of suffixes on page 35.

fatiḡiṭṭe, māḡazinę, marīnę, merīno, pōliçę, triō, valiṣę.



## PHONETIC LIST NO. 50.

## NEW PHONOGRAMS: ph and gh.

Pronounce exactly like f.

See remark on the use of suffixes on page 35.

eamphōr, cīpher, eōigh, dōlphin, drāight, ēnōigh, hȳphēn, läigh, läighter, něphēw, ḍrphān, pamphlet, phāetōn, phēasant, Philip, phlēgm, phlōx, phōnētic, phȳsic, rōighly, sphērę, sphinx, sūlphūr, tōigh, tōighēn, trōigh, tȳphoid, whōp ing-eōigh.

## PHONETIC LIST NO. 51.

NEW PHONOGRAMS: *ā*, *ē*, *ī*, *ē*, and *ī*.Pronounce *sh*. See remark on the use of suffixes on page 35.

ăetiōn, ăddītiōn, ăffēetiōn, ăflīctiōn, ăncīent, attēntiōn,  
ănītiōn, eātiōn, eātiōus, eondītiōn, dēlēciōus,  
ex eūrīsiōn, fērōciōus, fric̄tiōn, grāciōus, lūšiōus, mārtiāl,  
mēntiōn, mōtiōn, mūšiān, nātiōn, nālēsēus, nōtiōn,  
pārtiāl, ōceān, ōmīssīōn, pāssiōn, pātiēnçē, pātiēnt,  
pēnsiōn, pērmīssīōn, ph̄yšiān, pōrtiōn, pōšiōn,  
prēciōus, rēlātiōn, spāciōus, spēciāl, stātiōn, susp̄ciōn,  
suspīciōus, vāeātiōn, vexātiōn, vexātiōus, vīciōus.

## SPELLING AND THE ALPHABET.

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During the second and third half-years, spelling should be taught by *two* methods, the *sentence* method already described (pp. 29-31), and a method which, for want of a better name, may be called the *series method*.

The sentence method should deal with homonyms (see page 31) and all other useful words that do not occur in phonetic series of three or more. By its use, the scholars should learn to spell from a hundred to a hundred and fifty words during the half-year.

The series method, which combines in a wonderfully effective way eye perception with ear perception, should deal with all words (except homonyms) that occur in phonetic series of three or more. A good teacher, after a little experience, will easily teach by this method, during the second half-year, at least two hundred words in addition to those she teaches by the other method.

By a *phonetic series* of words is meant a series in which there is an element, nearly always compound, common to all the words, but preceded in each by a different consonant or combination of consonants.

EXAMPLES: — *ill, bill, chill, drill, fill*, etc. ; — *at, bat, cat, chat, fat, flat*, etc. ; — *brine, dine, fine, line, mine*, etc. ; — *fun, gun, run, sun, shun, spun*, etc.

The following is a description of the series method: —

The teacher first selects a complete series of words. From this series she strikes out: — 1. All homonyms. 2. Every word containing any letter which the scholars have not yet learned as a phonogram. 3. Every word which the scholars would not understand in conversation.

She next teaches the *names* of all the *letters* found in the series when thus revised.

The scholars being thus prepared for the work, the teacher writes upon the blackboard the element common to the series, which may be either a simple word like *old* or a meaningless combination like *ine*, and has the scholars read it. In this presentation she uses diacritical marks if neces-

sary; but in case she does so, she erases the element as soon as it has been read, and, immediately rewriting it unmarked, requires it to be read again. The lesson then proceeds *without marks* in this fashion, the common element being, let us say, *ine* : —

*T.* Now, children, what do you say this is ?

*Ch.* *Ine.*

*T.* Close your eyes. (Children obey.) Now those who remember how *ine* looks, show hands. (Children obey.) Open your eyes and write *ine* without looking at the blackboard. (As soon as the children have done this, the teacher makes a rapid inspection of their slates or papers to make sure that all have copied the element correctly, a right beginning being absolutely essential to success. If she finds any that have not, she simply erases what they have written, and tells them to look better and write again. No further inspection is made until the end of the lesson.)

*T.* (Returning to blackboard) What is this on the blackboard ?

*Ch.* *Ine.*

*T.* (Prefixing an *f*) Now what have I made of it ?

*Ch.* *Fine.*

*T.* Close your eyes. (Children obey.) Those who remember how *fine* looks, show hands. (Children obey.) Open your eyes and write *fine* without looking at the blackboard. (While the children are writing the teacher erases the *f*.)

*T.* What have I here now ?

*Ch.* *Ine.*

*T.* (Prefixing an *l*) And what now ?

*Ch.* *Line.*

*T.* Close your eyes. (Children obey.) Who remembers how *line* looks ? (Children raise hands.) Open your eyes and write *line* without looking at the blackboard. (While this is being done the teacher erases the *l*.)

*T.* What do you now see on the blackboard ?

*Ch.* *Ine.*

*T.* (Prefixing an *m*) And what now ?

*Ch.* *Mine.*

*T.* Close your eyes. (Children obey.) Who remembers how *mine* looks ? (Children show hands.) Open your eyes and write it without looking up, — etc., etc., etc.

Having had the entire series, or as much of it as she deems sufficient for a lesson, written in this way, the teacher next, as a drill upon letter names, lets some scholar who has written all the words correctly, spell them aloud from the slate or paper, while the others, listening, make a cross at the end of each one they have spelled correctly. She then has the words erased (if on a slate) or turned down (if on paper), and proceeds to test her work by dictating them in a different order and without any blackboard accompaniment.<sup>1</sup> This generally closes the lesson, though some teachers will doubtless prefer to go a step farther and close with a quick exercise in the oral spelling<sup>2</sup> of the words.

Of course, words taught in this way, like words taught in any other way, that the knowledge may be retained, must be frequently reviewed. It follows also, that in sentences prepared for dictation to the class, these words must have representation as well as the words taught by the sentence method.

It must be evident to the least thoughtful, that the series method of teaching spelling will strongly reinforce the work done in reading; for the common element that runs through a series of words, having been carefully and repeatedly studied during the spelling exercise, will thereafter be readily recognized by most of the pupils as a compound phonogram, and will therefore serve as an additional "short cut" to word recognition.

In teaching spelling by the series method, the work should be carefully graded as regards the lengths of the words. A series in which the common

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<sup>1</sup> The author has lately given many lessons like the foregoing to Brooklyn classes in their second half-year. In few cases where the *first* half-year's phonetic work had been well done did the number of words misspelled on the test above mentioned, exceed one or two per cent.

<sup>2</sup> Observe that this is not oral spelling in the ordinary sense, where the exercise is a drill in ear recollection exclusively. In this oral spelling, there having been no memorizing by oral repetition of letters, the effort is to get at the letters by remembering how the word looked. The exercise is therefore mainly, if not wholly, one in visual recollection.

element contains three letters should on no account be used while there remains as yet unused a series of equally useful words in which the common element contains but two letters.

Toward the end of the third half-year after the scholars have learned all the letters by name, they should be taught to say them in their alphabetical order. The reasons for this are too obvious to require statement.







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